Childhood Education

The Discipline of Developing Perspective

October 1943

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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Childhood Education

The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice

Volume 20 Number 2

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Next Month—

• "The Discipline of Finding Self in Perspective," the theme for next month's issue, is interpreted in editorial form by Winifred E. Bain.

Margaret Stroh's article discusses, "What Is the Self Each Needs to Find?"; May Reynolds Sherwin's article, "Is It More Blessed to Give?" discusses the concepts of sharing growing out of Thanksgiving basket philanthropy, and Howard Lane's "Disciplines in Today's Education" tells how these disciplines are contributing to the vigor and initiative of our youth.

"Building Meanings in Arithmetic" by Mary Gen Steiss and Bernice Baxter, "The War Theme in Children's Drawings" by Gertrude Hildreth, and "Observations in Music" by Lillian Mohr Fox describe school experiences which contribute greatly toward helping children find themselves.

Reviews of books for teachers and children, and news here and there complete the issue.

EXTRA COPIES — Orders for reprints from this issue must be received by the Standard Press, Washington 1, D. C., by the tenth of the month of issue.

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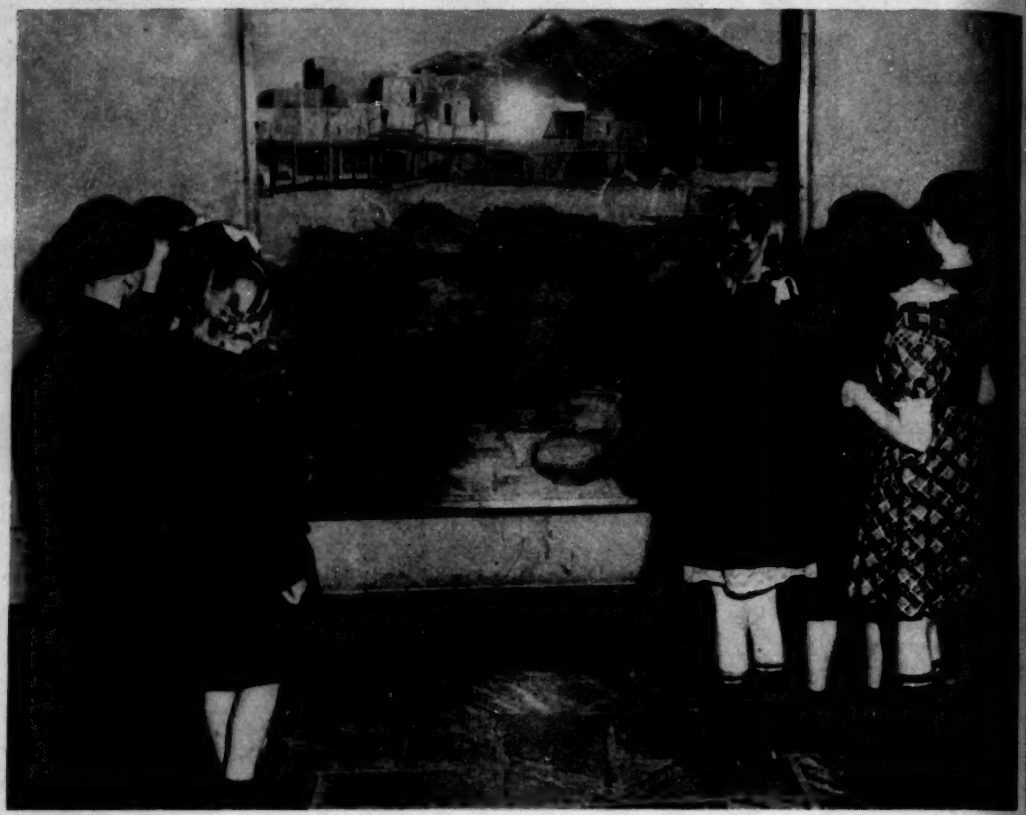
I. THE DISCIPLINE OF DEVELOPING PERSPECTIVE



LOOKING AT THE PAST SOMETIMES HELPS US TO UNDERSTAND THE PRESENT AND TO ANTICIPATE THE FUTURE

Photograph supplied by Adelaide Randolph, Kansas City, Missouri

TOMORROW'S WORLD AND TODAY'S CHILDREN

Guidelights for new social perspective are emerging from the present world scene with challenging implications for today's teachers. *Page 51.* *By Royce H. Knapp*

CHANGING FAMILY LIFE—ITS IMPLICATIONS FOR TEACHERS

How to find ways of meeting the child's emotional needs at school and how to help his parents to a deeper understanding of their job. *Page 55.* *By Katharine Whiteside Taylor*

SCIENCE AND DESIRABLE BEHAVIOR PATTERNS

What the disciplines of science can contribute to patterns of thinking and response. *Page 62.* *By Gerald S. Craig*

"The driving force that makes for peace or war is engendered where the young are taught."
H. G. WELLS

By ROYCE H. KNAPP

Tomorrow's World and Today's Children--Some Emerging Guidelights

Mr. Knapp, instructor in social sciences at Wheelock College, Boston, discusses some guidelights which have implications for the social education of America's children. He points out the materials and opportunities available to teachers for making social education effective in our times.

THE PRESSES OF AMERICA have been kept humming for the past two years by journalists, statesmen, religious leaders, commentators, and economists—all trying to tell us what kind of a world we should be planning to build when the war is finished. Perhaps we are not able to prepare a blueprint for foreign relations, foreign trade, reconstruction, or international government. Most of us are content at this moment to strive for victory and to envision a future in which peace will be a permanent heritage of mankind. The means or the techniques or the precise mechanics of the new world are important, but we cannot now divert precious specialists from the war effort to create final blueprints.

But this we do know: if we want a better world we must build it. No magic wand will waft it into existence when the last gun is fired. We face a task of formidable proportions in the conduct of human relations. New social disciplines, new ways of living together, better means of communicating ideas, and an increasing amount of social sensitivity are necessary fundaments for creating a better world. The tremendous task of winning the war is a task for adults; the task of winning the peace and building a better world is a task for adults and for today's children.

We need to address ourselves to the task of helping children prepare for living in a better world. Teachers of small children can do many things today to help children acquire new disciplines and new ideas that will permanently influence and effectively promote better human understandings and relations. Some guidelights are already appearing which give us perspective for the future, that help us to see our way more definitely. We can examine a few in these pages.

Some Emerging Guidelights for New Social Perspective

Cultural and natural diversities characterize our world. In a sense we cannot truthfully agree that this is "one world." The soldiers and sailors of the United States have landed on many remote battlefronts within the past year. They were given handbooks or guides to the lands and the peoples which they were to encounter. Minute descriptions were given of marriage customs, family life, culinary habits, government, sanitation, and other cultural characteristics of the people with whom they were to associate. Soldiers and sailors have written reams to their families on the characteristics of the Arabs in North Africa. Similar letters have arrived from the South Pacific and India. Our fighting forces are learning the diversities of culture and nature on many battlefronts. They are being introduced to new types of vegetation, new climates, and a bewildering set of new landscapes.

We live in a world of many languages, many cultural patterns, many regions. We cannot escape the fact of diversity. But this diversity is not always a barrier nor an evil. Diversity within a larger framework is usually good. We seek diversity in clothing and food because we find our lives enriched by many colors and many tastes. Beautiful symphonic music results from the blending of many different instruments. So it is with the world. Humanity, in general, has benefited from diverse cultural contributions.

This fact of natural and cultural diversity needs to be recognized and studied and understood by all Americans. To learn all that is possible about other peoples and other landscapes is a responsibility for all those who would participate in building a better world. These diversities cannot be wiped out by someone who wishes to build a "New World Order."

The resistance of the United Nations in the Second World War is largely based upon the aspiration to hold on to cultural habits. Americans want to cling to their liberties, their free press, their home life, their right to children. These cultural factors could not be taken from us without our putting up a tremendous battle. So it is with the Chinese, the Russians, the English, the Greeks, the Poles, and other United Nations. Acquiring knowledge and understanding and appreciation of other cultures and other lands is one of the disciplines to which we must subject ourselves and our children if we are to help construct and live in tomorrow's world. The color of a human being's skin or the way in which he marries should not mark him as an oddity simply because we are unaware of his ways of living. He probably has a longer history of living certain ways than we do.

Certain factors have been helping to create one world. Though the world is filled with diversities in lands and peoples, certainly one can see emerging certain instruments of unification that give humanity a oneness. Everyone is familiar with the airplane's enormous development in the past five years. Steam and electricity have been potent instruments for taking people to other places, for helping in the enormous exchange of the world's goods. Radio offers another link by which communication of ideas takes place. Television looms on the horizon as a reality for every home. For the past century an endless and variegated cloth of new means of communication and travel has come from the loom of invention.

But deeper still are the currents of ethics, morals, philosophy, and literature which have become interchangeable among peoples. Not since the time of Aristotle have we had citizens of the world. Toscanini, Einstein, Madame Chiang Kai-shek, Tagore, Rembrandt, Goethe, Plato belong to the world. When a research worker in a medical laboratory in the United States unravels a mystery, it becomes the world's knowledge. Scientific data are recorded and understood in all tongues. Mountain ranges are not barriers to new concepts of philosophy. The ceaseless flow of ideas through the world helps to make it "one world."

It is almost imperative that we learn to appreciate and understand the factors at work in the world today that create oneness in humanity. Such a social perspective is necessary to the continuing creation of oneness in the cultural conscience of mankind. The recognition of the factors which help to make the world a unity and the energetic pursuit of understanding and fostering these factors are emerging as a second major guidelight to tomorrow's world. Recognition of these factors does not mean the death of cultural diversity. It means that the diversities operate within a framework—the all-enveloping framework of a world civilization.

Some Implications of the Guidelights for Social Education

It is no easy task to translate these guidelights into meaningful experiences for children or pedagogical activities. Here are suggested only a few of these implications and a few suggestions for translating them into the experience of children today.

The teachers of America have special responsibilities. Too often educational implications are drawn without taking into account the daily lives of the teachers of America's children. The teacher exercises a tremendous influence upon the lives and behavior of children, and it would seem most unreal if part of the implications of these emerging guidelights did not relate to teachers themselves. Teachers need to familiarize themselves with first-hand information on these guidelights. All teachers need the discipline of understanding and appreciating in their own personal lives what precisely are the factors which make the world a diverse world and what precisely helps to unify the world. As books are published, as newspapers come from the presses, as the radio brings new ideas and facts, teachers must be ready to learn. They must keep constantly alert to the tremendous changes which are coming. They must reflect their understandings and appreciations in their daily lives. They cannot reflect indecision, vagueness about today's world, prejudice, and disinterestedness to America's children and expect children to have respect for new social perspective.

The daily lives of children offer opportunities. To pass by the rich experiences of a child living in twentieth century America is to pass by one of the best resources for learning new social disciplines. Children meet other people through countless daily experiences. They talk about these people. People in their homes and neighborhoods and communities are news to children. We can give them opportunities to describe, to understand, to appreciate qualities of diversity right in our neighborhoods and our communities. The Santa Barbara, California, schools have capitalized upon the diverse nationalities within the community by bringing different groups into the school program for class work through displays of varieties of clothing, of folk dances, of art, and through extra-curricular activities. At very early ages children can recognize factors which unify a community which make it one. They can also recognize factors which diversify and enrich community life. Let us help children learn these ideas at first hand. We shall incite finer motivation and introduce them to a rich humanness.

Increased biographical studies offer opportunities. Perhaps the most striking person of the Orient today is Madame Chiang. To most Americans she was a dim, distant person until they heard her voice in the Congress of the United States or until she returned triumphantly to Wellesley College and delivered one of the great orations of modern times. Since then she has become a familiar figure. America understands rather intimately and appreciatively one of the great women of history. A new appreciation of China came with that understanding.

We can help children understand whole cultures better by carefully selecting life stories of people who characterize that culture. Teachers should be careful not to gloss the stories. Reality is much more impressive. One geographer has condemned our teaching of what he calls the "fairy tale geography of the people of Japan." But let us introduce our children to real people of other lands. These need not always be famous leaders. Nor need they come from story books. Missionaries who have returned from India can tell stories of people that are perfectly enthralling.

Soldiers returning from battlefronts can relate experiences with other peoples. We can secure pictures. We can often secure radio transcriptions. We can give children a feeling for people who were formerly strange foreigners by letting them live as real people.

Maps, globes, pictures and other visual aids can help. Today's teacher has opportunities for securing visual materials for teaching which a quarter of a century ago were unobtainable. Many free films, pictures and maps are available from the information centers of other nations. Very early we should begin to introduce the globe to children. They should learn its continents. They should be familiar with its oceans. At early ages science concepts can be developed about the location and distribution of the earth's peoples. Certainly in the primary grades simple maps can be drawn of the classroom, the school yard, and the neighborhood. Concepts of space and the relation of one object to another are part of the whole realm of disciplines about *where* which we need to work with in the primary grades.

Summary and Conclusion

A brave new world can grow from the tormented one of today if we will work for it. The major portion of this work must be done by adults, but children too have responsibilities in learning to live in a world in which its diversities are many and its unity is already being established. There are richnesses in the world's diversities when we understand them. But there is danger in ignorance. There is danger in an enforced unity, but there is greatness about a unity which rises full blown because people see the valuable and enduring world-encircling frame of reference of the arts, humanities, sciences, and ideas.

Teachers have the responsibility to lead children early in life to recognize these ideas. They cannot experience them overnight nor in any one grade. These experiences must be planned over a period of years in every school through the wholehearted efforts of all who teach. Teachers themselves should reflect their own understandings and appreciations of the kind of world we live in. New maps, globes, and other visual aids can help children. Stories of living people in other parts of the world can bring those parts of the world to the classroom. The community is a resource for the inculcation of new ideas about the diversity and oneness of humanity.

We should think of our times, not as the "American Century" nor the "New World Order," but as humanity's century. Our children have the right to the understandings and appreciations which will help to create such a century.

NO MAN is an island entire of itself.
Every man is a piece of the continent,
A part of the main . . .
Every man's death diminishes me,
Because I am involved in mankind.
And therefore, never send to know
For whom the bell tolls.
It tolls for thee.

—*John Donne*

By KATHARINE WHITESIDE TAYLOR

Changing Family Life --Its Implications for Teachers

Changes in family life today have presented teachers with a two-way problem: how to find ways of meeting the child's emotional needs during his hours at school and how to guide parents to a deeper understanding of their jobs. Mrs. Taylor, consultant in family life education, Seattle Public Schools, suggests practical ways of solving this problem.

WHEN FAMILY LIFE is shaken, school life becomes the basic stronghold of wholesome growth for children. The patriotic contribution of the good teacher in undergirding the growth of future citizens is second to none in long-time value. Therefore, instead of looking into other fields, teachers should expend their best efforts in making the most of the job they are educated to do.

In order to help most at critical points, teachers need to understand as fully as possible the significance of the various strains upon child life during war epochs. A critical survey of reports from England indicates four factors disturbing to children: terrifying events such as air raids, being with "jittery" adults, confusion as to what the war is all about, and family disorganization. By all odds the most critical in the life of the child is family disorganization.[1]

The family is the child's first world and until adolescence remains the most significant. His real home is in the love of his parents and their love for each other. Threats to the continuity of these relationships disturb him more than talk of enemies abroad or actual bombings overhead. If a parent is killed it is the loss of the parent that injures him far more than the night of terror. When the parents are gone the foundation drops out of his world.

Hateful though it is, war does us the real service of throwing various factors into perspective. The importance not only of the family in the life of the child but of the father in the life of the family has been brought into bold relief by the present crisis. The sharp rise in delinquency and the lowering of the age at which delinquency starts have been attributed in many areas primarily to the absence of the father from the home. Typically he stands for strength, authority, stability, as well as love. With these elements lacking, the child's life is out of balance. In recognition of this fact, English schools established the precedent of excusing a child early, allowing him to come late, or permitting him to go home for an hour or two in the middle of the day if that were the only time the family could be together. Improvement in the quality of school work was noted among the children affected.

When the father is gone the mother becomes the major source of security in the child's world. Her adjustment is of supreme importance. Yet the father's absence is as severe an anxiety for her as for her children. She worries over his pos-

[1] "Maintaining the Emotional Stability of Children During Wartime." By D. A. Prescott. *Handbook of the Elementary Principals Association of California*, The Association, March 1942.

Editor's Note: This article is prepared from an address given by Mrs. Taylor at the Pacific Coast Regional Conference of the Association for Childhood Education, at the University of California at Los Angeles, July 14, 1943.

sible injury or death and acutely misses his companionship and support in facing her other concerns—air-raids, rationing and taxes. Many women in such circumstances put severe additional strains upon their children either by continual tension or by too great emotional demands, or both. In such cases a part-time or even a full-time war job may be a great relief and outlet for the mother and consequently a boon to her children, too, quite aside from the value of her contribution to the war effort. Her loneliness for adult companionship and the lack of real recognition for her task as homemaker are other factors that send many women into outside jobs. The trend of women into industry and toward greater equality with men had started before the war. War has but speeded it on its way.

While fraught with grave dangers to family and child, employment of the mother outside the home also holds the germ of possible democratization and intensification of family life. With mother and father sharing the work of the great world outside but both working shorter hours and both sharing more fully with their children in creating the good life at home, a deeper equality and truer democracy may evolve both in the home and out.[2] At present the disorganization attendant upon any transition is so aggravated by war conditions that the outcome is tremendously complicated, even jeopardized. Whether the mother's employment will ultimately prove a blessing or a curse depends upon three factors: how wholesomely her children are cared for during her absence, how clearly she sees the importance of maintaining a vital relationship with her family during her hours at home, and the degree to which her husband cooperates with her in sharing responsibility and in maintaining happy family living.

[2] "Effect of War on the American Family." By E. W. Burgess. *American Journal of Sociology*, November 1942, 48:343-52.

Teachers have a key position for helping in all of these phases of changing family life. With the help of community welfare and health departments the first urgent need for adequate child care during the parents' absence can be provided by teachers better than by any other group. No time must be lost in providing the needed security for the growing personalities of children without danger of serious trouble later. Neither should parents be permitted to suppose that the schools and other community agencies can lift the whole responsibility of child nurture from their shoulders. Only by the most unusual circumstances can the lack of parental love and concern and the significance and continuity of family life be compensated for in the development of the child. The problem, then, is this: Can the teacher with one hand find ways of meeting the child's emotional needs during his hours with her and, with the other, guide parents to a deeper understanding of their job through shared experience?

Meeting the Child's Emotional Needs at School

During a war, even in the most favored situations, there is apt to be some degree of tension and anxiety. Therefore, it is safe to say that at the present time all children need additional affection and understanding at school. When there are real crises or prolonged strain at home, the schoolroom may well be the only refuge of warmth and serenity where wholesome growth can take place.

It is desirable for teachers to develop heightened sensitivity to signs of deep distress in children during this critical period. In an excellent article which every teacher should read, Daniel Prescott lists the following symptoms of deep-seated anxiety:

Digestive disorders such as vomiting or continued lack of appetite; restlessness; sudden

The patriotic contribution of the good teacher is second to none in long-time value.

Kate Baldwin Boys Club, Savannah, Ga.

flushing or pallor; being unable to keep attention centered on interesting activities; outbursts of crying or anger without apparent adequate cause; impudence; daydreaming; truancy; withdrawing from normal group activities; fantasy lying; decrease of activity below that usual to the individual; stealing things that are not particularly needed; clinging closely to the teacher or to some other child; being destructive; decrease of spontaneous laughter, horseplay, and joshing; seeking more than usual evidence of affection from parent or teacher; repeated turning of conversation or discussion to a particular topic accompanied by apparent excitement; excessive bragging about self, family, or nation; subdued, over-serious approach to tasks; excessive seeking to get or hold the attention of the group; expression of marked fear in the absence of real danger; cruelty to animals or other children. The list could be extended. . . . Only experience will demonstrate which symptoms can be ignored as trivial in a particular child and which ones must be taken seriously as indicators of real upset.[3]

[3] *Op. cit.* D. A. Prescott.

While a really serious disturbance may require attention from a psychiatric worker, there are basic things that will give any child the best possible chance to adjust himself just as surely as rest, good food, fresh air and sunshine foster sound bodily growth. For the best development of their budding personalities children need to feel loved and understood, to know that their best abilities are being used, to see that their products are accepted, and to understand the basic realities of their world.

Perhaps the greatest need of every human being and particularly of a child who still knows he is not strong enough to get on alone is to feel that he is loved and to know that he belongs no matter what he does. Only when the teacher has established the fact that she loves all the children regardless of their achievements will they be freed from the need to compete for her love, freed to contribute each

in his own particular way, and freed to outgrow their particular mistakes.

A child's need for love is greatest when he is most unlovable. A little boy of foreign parentage came to a strange city. He had been a bit obstreperous on the way and his father had said as he whipped him, "Wait till you get to that new school. They'll really give it to you." To ward off the rain of blows he expected on his first day at school, he hit right and left and landed one blow in the teacher's stomach. Without a reproach she took his hand and said, "Let's see if we can't find something to do," heading him toward the pounding table. He looked at her in amazement, "You really like little boys?" For days he went around saying, "Miss Tompkins is my friend. She likes little boys." With that assurance and the release of his tensions through hammer, paints and clay, he began making warm, friendly overtures to the other children, who responded in kind.

This incident illustrates the principle brought out in the study by Lois Murphy that a basic factor in releasing sympathetic behavior in children is being with warm, friendly, sympathetic adults.[4] No matter what the burden on a child's heart may be, it will be lightened by such a teacher.

In a very real sense, then, a teacher creates child personality. As she establishes a warm, accepting relationship with him, she becomes for him a mirror and a sounding board. Her warm smile and voice make him feel, "I really am all right. They like me here so it is safe to try. They won't throw me out or hit me even if I do make mistakes." An atmosphere without blame where it is comfortable to make mistakes is essential to wholesome learning.

Yet to guide the child in his experimentation with his own powers the teacher needs to show extra response for the things that are fine. A four-year-old saw a five-year-old run along the edge of a board and jump off the end. He tried it but fell when half-way across. He looked at the teacher who said, "I think you can do it!" He tried again, falling off a little farther along. He said, "I guess I'll go play with blocks." His teacher didn't smile, neither did she frown. Soon he came back and tried it again. After a few attempts he went successfully the whole length. He gave a happy skip and looked at his teacher. She beamed on him and he returned a happy grin. No word was needed. The child's self-reliance and belief in his own powers had been immeasurably strengthened.

Questions as to how much they should talk about the war and whether children should play war games are frequently asked by teachers today. To meet the child's third great need—orientation to the realities of his world—it is essential that all questions be answered honestly in terms he can understand.[5] After an honest answer one can give a word of reassurance:

"Will the Japs bomb us?"

"It is quite possible that they may, but many big people are working out plans for taking care of us if they do."

"Will my Daddy come back?"

"No one can tell, but your mother and others who love you will be with you anyway."

One child was greatly helped when he learned to write a letter to his daddy. That he could still tell him things made him seem close again.

Playing a variety of war games is usually an excellent release for the tension and hostility generated by war deprivations or even those of ordinary living! Studies made in England indicate that it was the

[4] *Social Behavior and Child Personality.* New York: Columbia University Press, 1937.

[5] Three sources of help in answering children's questions about the war are: "What Shall We Tell Children About War?" By Mary S. Fisher, *Journal of Home Economics*, May 1942, 34:277-9. *You, Your Children, and War.* By Dorothy W. Baruch. New York: D. Appleton-Century Company, 1942. Pp. 234. *Our Children Face War.* By Anna W. M. Wolf. Boston: Houghton Mifflin Company, 1942. Pp. 214.

children who had no outlet through discussing war and playing war games who were most frequently found in states of severe anxiety and shock. On the other hand, those who put on thorough-going mimic bombings after an air-raid threw off the effects relatively easily.

All children, and adults, too, for that matter, need harmless, socially acceptable outlets for accumulations of tension, inescapable even in normal living. "Shooting" Japanese and Germans is a harmless symbolic release for the impulse to hurt a baby brother or other rivals for parents' and teachers' affections or for punishing recalcitrant mamas who monopolize daddies home on leave. Understanding mothers report that home atmosphere is clarified and made happier by such releases. Playing "Cops and Robbers," "Cowboys and Indians," or "Jack, the Giant Killer," will serve the same purpose after the war.

A teacher with unusually good schoolroom morale and cheery atmosphere had a period for free drama on Friday afternoons. The children made up and acted their own plays which almost inevitably included at least one murder. Often the character murdered was strangely like the teacher, although the children didn't realize it. Their real relationships with her, so relieved of latent hostility born of inevitable classroom frustrations, were unusually warm and cordial.

But parents, teachers, and all who guide children should not stop with these negative releases. They but clear the way for constructive contributions to the common good. When a great universal effort like war is going on, the best way to relieve tension and build morale is to feel one is contributing an essential part. A five-year-old said, "They can't get on without me in air-raid practice. I pull down all the blinds." And a four-year-old, "Me neither. I put the stopper in the bowl and fill it with water so we'll have some if the water mains are hit." Helping vigorously with paper drives and victory gardens but always in terms of the child's development can help the war effort and build individual morale.

Teachers who realize the privilege that is theirs in building the inner citadel of democracy—the citizens of the future—will make sure that every child has real experiences in democratic processes. Each child should have a part in planning group activities, in feeling the value to the group of his own contributions, and in appreciating the contributions of his comrades. When mutual respect and acceptance are so established, competition gives way to cooperation and the deep security of real belonging is born.

A boy of seven, a newcomer from a distant city, was unable to keep up with the usual first grade activities. His teacher sought for some significant contribution he could make. He chose to fire the coal stove in their bungalow. That this chore was both a necessity and a responsibility was obvious to him and to the other children. He faithfully kept the stove going, gained the respect of the group, and since he felt secure he was better able to use his mind and to keep up with his class.

What the understanding teacher can accomplish in stabilizing strained child personalities is truly remarkable. The staff of the Boston Psychopathic Hospital once made prognoses of the probable incidence of psychoses and delinquency in a certain underprivileged area in Boston. Checking ten years later the predictions proved remarkably accurate except for the graduates of one particular school. When the cause was sought, it was believed to be the work of the principal whose capacity for warm relationships released the teachers who then released the energies of children into constructive activities.

Guiding Parents to a Deeper Understanding of Their Job

The teacher's task can be accomplished much more readily and surely if the home part of the child's life is really wholesome, too. The school's job is only half done if parents are left ignorant of children's basic needs and how to meet them. Moreover, intelligent parents can often contribute very materially to the school's understanding. It is when home and school really work together that the best development of the child is assured. As parents and teachers work really close together a "we feeling" is generated which increases the security of both and is thereupon reflected in greater security for children.

It is most unfortunate that so often a wall of suspicion, even hostility in some instances, has grown up between teachers and parents. The fact that in too many instances parents and teachers have come together only over some difficulty, with frequent feelings of insecurity and inadequacy on both sides, is in a large measure responsible. Teachers seldom realize how insecure even educated parents often feel, perhaps because the few parents who express themselves are the relatively small number of aggressive, hypercritical ones. The more typical young mother knows she is not an expert in child nurture but feels that she is expected to do an expert's job. She often feels most humble when she compares her training for her job with that of the teacher for her job.

It is desirable for the teacher to make overtures to parents and to invite all of them in for pleasant conferences from time to time. For instance, one teacher wrote each mother to this effect, "Your Johnny has been doing some very interesting things. Won't you come in at 3:30 Tuesday afternoon and let me tell you about them?" The response was almost one hundred per cent. She made use of the conference as a step toward really close home and school relations by asking the mother what she thought of the total school program in relation to her child. A discussion of fundamental child needs came in as a matter of course.

Report cards or periodic progress notes are the school's most certain and universal contact with parents and should be used for developing closer relations with them. The reporting should go both ways. Not only should the parents hear about Mary's growth at school but they should be invited to tell of her adjustment at home. Such questions as: Does Mary seem too fatigued after her school day? Does she have enough time to play out of doors after school? For helping with household tasks? For recreation with her family? not only give the teacher a glimpse into the child's home life but develop the parents' sensitivity to such values by indicating the school thinks them important.

Teas for the mothers of each classroom followed by discussions of what children need and how the teacher is trying to meet these needs are valuable both in developing friendly relations and in deepening parental insight and helpfulness. When parents have developed enough confidence to participate in school planning and after many issues are worked through by teacher-pupil-parent planning, the situation is ideal both as education for everyone involved and as authentic experiences in the processes of democracy.

A further step is taking parents in as helpers in school activities; in distributing materials; in giving talks on topics of interest to children; in helping organize and conduct trips, and in making contact with new parents, school board members, and legislators. Enthusiastic, participating parents are the school's best support and safeguard.

A particular effort needs to be made to reach working mothers and fathers. A woman who carries a full-time outside job and cares for a family too is under greater strain than anyone except the boys at the front, particularly if her husband is not at home to share any of the responsibility. Sister Mary de Lourdes, director of the nursery school at St. Anthony's Academy in Hartford, Connecticut, reported at the New York meetings of the National Association for Nursery Education last spring a plan that is really helping. She is providing a hot family dinner for the mother to take home when she calls for her child in the evening. Might it not be a good plan to invite both mother and father to the school for supper once a month, to be followed by a discussion of child needs and practical helps? Directions for the home playroom, play clothes, balanced diets on rationing, and simple but excellent recipes should be a particular boon to these families. If a time can be arranged for parents to observe (a special Sunday session was held in one school) they will learn much about wise childhood education, the way their own child adjusts to a group, and what they may do to help. By such contacts many fathers have become interested in making or mending play equipment or in painting furniture.

The needs of mothers of preschool children who do not have outside jobs are often overlooked. They are unable to get anyone to stay with their small children while they do a little war work or even a little necessary shopping. Results in lowered morale and anxiety often reflect themselves in the children. A plan of cooperative play groups particularly designed to help these mothers is operating successfully in Seattle. Small groups of mothers organize and run educationally sound preschool groups for their own children with help from the Family Life Office and the kindergarten teachers of the public schools. Reprints describing this plan are available.[6]

One more word must be said. The teacher's capacity to help both children and parents depends upon the soundness of her own adjustment. As noted in the first paragraphs, jittery adults are worse than air raids in their effects upon children. Every teacher must discover for herself how much rest and recreation she needs and see that she gets it. This is particularly necessary in war days when so many extra jobs are demanded of teachers as the most reliable and efficient group in the community. Administrators and teachers themselves should recognize and respect the basic importance of the teacher's first job —the nurturing of children. Activities so exacting that they unfit her for this job are unpatriotic no matter how directly they are related to the war effort. On the other hand, if the change from usual duties is refreshing, it can be justified on all counts. Real release through happy social life, satisfying creative outlets, and vital contacts with the larger community are essential to the teacher's own feelings of security and adequacy.

One thing more is needed for good morale and that is wholehearted devotion to a goal of supreme worth. Teachers more than any group of professional workers have this goal inherent in their own profession. It is cooperating with the elemental and eternal forces of life and growth in creating a better world. There is no greater responsibility in war or peace.

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[6] "Cooperative Play Groups in Seattle," by K. W. Taylor. *Marriage and Family Living*, November 1942, 4.

By GERALD S. CRAIG

Science and Desirable Behavior Patterns

How can the disciplines of science—the willingness to make new observations, to repeat experiments, to consider new facts and to challenge earlier considerations—be made to function in the everyday lives of children to the end that open-mindedness, critical-mindedness and intelligent planning become their patterns of thinking and response? Mr. Craig, professor of natural science at Teachers College, Columbia University, presents these disciplines and points out the possibilities of their end results.

THE ELEMENTARY SCHOOL is probably more responsible than any other single agency for the development of the thinking of the coming generation. As a result, the teacher needs to be aware of the kinds of thinking that boys and girls practice in their everyday experiences in and out of the classroom. She needs to ask herself from time to time: What kinds of attitudes are the children forming? How is their learning influencing their behavior? Are the changes in their behavior in a desirable direction?

The Contribution of Science and Open-mindedness

Science is an active, dynamic field, constantly demanding willingness to make new observations, to repeat experiments, to consider new facts and to challenge earlier conclusions. Science is far from a finished subject. In fact, it is likely to be only in its beginnings.

This aspect of science has a profound influence upon the nature of the work in the classroom. The fact that man has much yet to discover is suggestive of the kinds of attitudes that the teacher should display in her relationships with children. Instead of the individual who has an answer to everything, the teacher has a right to admit that there is much she does not know and that sometimes she can learn with the children. It is as if the very nature of science had given the teacher a license to be a more human person in her dealings with children. Science is active and growing and has a contribution to make not only to the attitudes in the classroom toward knowledge but also to human relationships between child and child and child and teacher. It sets the stage for the development of open-mindedness.

Experiences in connection with the study of science can be used to indicate the importance of being willing to consider new evidence. It should also be indicated that the wise teacher will relate this attitude to specific illustrations affecting social behavior. Teachers can utilize such opportunities as the classroom affords to indicate the undesirability of being dogmatic and the desirability of being open-minded. Of course these opportunities should be utilized with fine consideration of the child's feelings so that changes in attitudes may be effected constructively.

As children proceed through the school they should learn to be willing to examine everything related to a given issue. They should be willing to listen to the comments, proposals, conceptions, objections of others.

On the other hand, a child who is reluctant to accept a given conclusion because of certain observations he has made should feel free to state the reasons for his reluctance. It is the teacher's task to build up a spirit of tolerance. However, this spirit of tolerance should not be utilized as an excuse for inaction. One can be willing to listen to suggestions from his fellows, to recognize the importance of looking at many aspects of the problem and yet follow through with desirable action.

The teacher, too, must display the element of tolerance in her own behavior. She should be willing to accept, in fact should welcome, an opportunity to have her own statements investigated.

Open-mindedness should in no way be confused with gullibility. Although we strive for a willingness to consider new ideas, we accept ideas as right only when they have been proved to be so, or proved to be the best we can secure at that time.

We may have convictions on matters and still be open-minded. For instance, we can believe in democracy, in education, and in improvement of living conditions for all people. We should have the conviction that science should be utilized for the welfare of all. But our convictions should not prevent us from examining weaknesses in our beliefs. For instance, we can be loyal to our country and yet see many injustices in conditions about us and strive to remedy them.

The Contributions of Science to Critical-mindedness

Science strives always for accuracy. This characteristic, too, has wide implications for the methods of teaching in the elementary school, for it presents a clear demand for critical-mindedness. Unfounded prejudices, opinions, gossip, rumor, astrology, myths, intuition and superstition cannot be considered as reliable sources.

In the far-reaching sense, the best idea is one secured from an authoritative source. The duty of the scientific authority is not to command but to give the best information he has to the citizens and then allow these citizens to do the commanding through the ballot. Education must indicate, then, the place and the importance of men who are authorities.

Scientists should not be presented to children as supermen. There is much to prove that many of them remain humble throughout their lives. In fact, the heritage of science is not that of the supernatural but rather that of diligent and courageous effort and willingness to cooperate with others. Supermen are confined to the comic strips; they are not found in the scientific laboratories.

Much of the foregoing discussion has direct application to the method of securing facts and the application of facts to problems. Children bring to the classroom an assortment of ideas, largely secured from adults, some based on prejudices, opinions and other unscientific sources. These, in turn, will be mixed with some ideas that are correct. The teacher will find it an impossible task to weed out all the false ideas, but she can direct the child's growth to a method of determining what is reliable and what is false. This is an important element in the establishment of good citizenship.

In science, children should be directed at all levels toward the importance of having their own thinking reliable. This does not indicate that there is no place for imagination or speculation in science, but teachers should strive to develop in children an awareness of the times when they are utilizing imagination and speculation and when treating with reliable facts.

The children may have opportunity to develop their ideas and attempt to find out if they are correct through experiments,

excursions or consulting authoritative books. Children should realize that they must be willing to check the conclusions secured from observations by the conclusions of scientific authorities.

Children should be taught to evaluate their own activities. They do not make discoveries for the human race. The larger value so far as the general question of method is concerned is that they do make discoveries for themselves. These discoveries, however, are not made in a vacuum. In a proper environment they are made with the assistance of the accumulated experience and knowledge of the human race.

In a very real sense, accuracy is not an exact status for mankind, for man is continuously in the process of making new discoveries and revising his information. The most nearly accurate or truthful anyone can be is to use the information that has been developed at the time by the authorities in the field concerned.

Fortunately, this idea of truth does not prove disturbing to children when it is built into their early instruction. They frequently respond favorably to the idea that there is much that remains for them to discover in adult life. The adult sometimes has difficulties when he learns that he needs to be open-minded to new ideas. The transition of the adult's thought patterns to one of man's need of constantly revising his knowledge is frequently a period of conflict and frustration. It has been the experience of many teachers that children introduced to science as an active dynamic field early in their lives avoid this period of frustration in adulthood.

The Contributions of Science to Intelligent Planning

Science makes it essential for man to learn how to plan intelligently; an education to that end should begin early. Children, in common with adults, tend to meet situations with impulsiveness and superficial thinking.

Philip (eight years old) was drawing a ship with two funnels. The smoke was streaming out the funnels in opposite directions. Andrew (eight years old) stopped to look at the drawing and indicated to Philip that the smoke from the two funnels should be moving in the same direction. Philip observed his drawing. Andrew continued with an explanation for his statement. Philip said, "That's right," and changed the drawing. Here we have Philip making a drawing to suit his fancy but willing to consider suggestions and to make the necessary changes. Both Philip and Andrew had displayed desirable behavior and elements of moving from impulsiveness to planning.

There will be many opportunities for children to participate in planning in science. They may on frequent occasions provide one or more of the following: the challenge in the form of a problem they want to solve; the method by which they think the problem might be solved; planning to carry out the method; evaluation of their own planning, particularly as to its worthwhileness and their own safety in carrying it out; drawing conclusions; checking the conclusions for accuracy; and suggestions for better future planning.

Children can participate in planning for many types of problems. The teacher should be well aware of the children's pattern of work and have them consciously move to a better pattern. Such inquiries as—How may we find out? Is this the best information? Or, how may we plan our work?—place considerable responsibility for planning on the child.

Teachers should be cognizant of the manner in which children attack problems. A happy medium between concentration and scope appropriate to the level of the child should be sought.

II. ILLUSTRATING THE DEVELOPMENT OF PERSPECTIVE

TOWARD BETTER UNDERSTANDING OF THE PHYSICAL WORLD

Photograph supplied by Bernice C. Bryan, Cheney, Washington

"Education is the conscious and unconscious modification of human beings, resulting from their interaction with environment."
WALTER THOMAS WOODY

DEVELOPING WORLD CITIZENS IN A JAPANESE RELOCATION CENTER
How the workers in a Japanese relocation center established an educational program. *Page 66.* *By Wanda Robertson*

SCIENCE MATERIALS FOR YOUNG CHILDREN
Descriptions of simple science experiments.
Page 72. *By Katherine E. Hill*

SIX-YEAR-OLDS QUESTION THEIR ENVIRONMENT
How one science interest led naturally and easily to another.
Page 76. *By Bernice C. Bryan*

CURIOSITY IN ACTION
Science experiences form the basis for testing a way of thinking, for making intelligent choices, and for sharing decisions.
Page 81. *By Louise Zimmer*

MAP READING AT SIX
Six-year-olds are interested in maps and know how to use them. *Page 83.* *By Iola Ueblacker*

By WANDA ROBERTSON

Developing World Citizens In A Japanese Relocation Center

It is impossible to imagine any situation presenting more difficult problems demanding immediate solution than those presented to the workers in Japanese relocation centers. How the teachers and community workers solved these problems and succeeded in establishing an educational program challenging even to America's most favored environments is told here with restraint and modesty by Miss Robertson, curriculum advisor in the Japanese relocation center at Topaz, Utah.

THE EVACUATION of thousands of American-born children of Japanese ancestry has caused problems which will affect to a marked degree their present and future attitudes, ideals and modes of behavior as they attempt to make satisfactory adjustments to life in relocation centers.

For most of the children of this center, home had meant residence in the Bay Region of California. Living, for the major part of them, had been relatively secure. Family unity and the sanctity of the home had been protected. Respect for parental control had been a dominant characteristic of family and social life for them. Education had been a cherished ideal for all, and a realization for large numbers of college graduates. Schools were respected as centers of learning.

Life in the relocation center was different. The compactness of the community, concentrated as it was in a square mile of tar paper covered barracks surrounded by a wire fence, presented problems and limitations which were difficult at times to accept. Communal dining halls made it difficult for families to eat together. Crowded conditions in barracks denied the privacy and closely knit family life which they valued so highly. Homes which were equipped with army cots and furniture handmade from scrap lumber failed to offer sufficient attraction to serve as centers for normal family gatherings had space permitted. In other words, home in the relocation center for many children was merely a place to sleep. Then, too, most of these boys and girls were living for the first time in their lives with large numbers of their own race, both old and young.

Children's stories and autobiographies have revealed in many cases how much they missed their schoolmates and Caucasian friends. Stories of their farewells are often touching. Accounts of life in the assembly centers before coming to the relocation projects are enlightening:

Before evacuation, I was the only Japanese in the whole school for about two years. I had been going to that school since kindergarten. When the attack was made on Pearl Harbor the people, especially the boys, called me bad names. Even though the boys called me names, the girls tried to help me. When evacuation time came, someway I did not want to go, but I had to. I didn't want to leave even if the people called me names. I had two dogs named Mike and Kiltie. They were Scotties. I did not want to leave them, but everything else that I liked besides my parents was left behind.

When we left, I kept my eyes open to look at the city where I had always lived, and which I might never see again. Living with Japanese around is strange to me, for all I knew

about were Americans. I do not want to go to Japan for all the money in the world because I like the United States.

Another child wrote:

When the war started, I felt funny! We first moved to the assembly center where we lived in stables. Do you know what stables are? They are places where horses and cows live. I hope the Allies win this war soon, otherwise we will be under a dictator power, and then we will have to obey Hitler, Hirohito, and Benito. So I hope the Allies win this war!

But all the children were not so sure of their loyalties. The rapid change had upset their proper balance. In many cases, the most perplexing problem they faced was an improved understanding of their relationship to the country they had always known and to which they had formerly pledged their allegiance. Some children, few in number, were easily swayed by disillusioned adults who were facing uncertainty in their own minds as a result of circumstances experienced in the evacuation. Conflicting ideologies of different cultural groups presented problems of grave import, particularly since people were concentrated in large numbers within a small space.

The very nature of the new and strange desert environment was difficult for many children to accept in the beginning:

It was pretty sad when I left my home in California, for I was leaving my native state for a desert land. I was leaving the good soil, flowers, and the ocean. We came to a dried-up land from a beautiful country. . . . . had just mountains and plains all around it.

To these children who had learned to know and love the ocean, the hum and bustle of cities, and the thrill and beauty of farms, parks and gardens, the desert presented a strong contrast. The rosy hues of early morning, the exquisite sunsets, the cool of summer evenings, the fantastic cloud formations, and even the night skies filled with myriads of stars reaching down to touch the tops of the barracks held little understanding or charm for them and could not compensate for what they had left.

Then there were dust storms of too frequent regularity, the sudden deafening thunder and vivid streaks of lightning, so new to them, which accompanied rains which came too seldom. The howl of the coyote struck fear to the hearts of the more timid children. Desert animals were new and often forbidding because of their strangeness. The heat of summer and the newly-discovered snow of winter brought first-hand experiences with weather changes. Flowers and green plants were not indigenous to the soil where greasewood grew in profusion.

Loss of pets caused other difficult adjustment problems for certain children. An excerpt from the diary of a ten-year-old girl voices the feelings of many boys and girls:

We left our pets who gave us so much happiness—dogs, cats, canaries, goldfish—which I wish I had here. The pet I liked best was our dog. She was so faithful and smart and never forgot us. She ate whatever we had. She didn't want dog food, but ate ice cream, cakes, pies, rice, and many other foods fit for human beings. We gave her to a man but she cut the rope and came home. When we finally left she cried like anything. We did too!

How Community-wide Cooperation and Wise Use of the Environment Contributed to Better Living

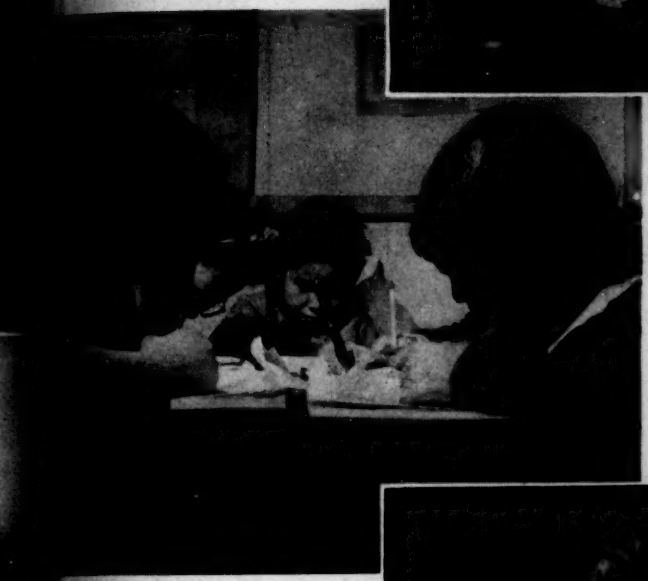
While there were many things which could not be changed due to the physical setup of the center, the teachers were concerned about the problems which were producing insecurity in the children and attempts were made to alleviate as many of them as possible. The compactness of the community organization which offered limitations also presented a controlled situation whereby many educational ventures might be undertaken. Welfare workers tried diligently to improve family living.

The sevens plant a garden

Looking down a main thoroughfare at the Topaz Relocation Center

These Too Are America's Children

Studying geography



And so the whole wide world . . .

hotographs by Francis tewart and Tom Parker, ar Relocation Authority

anipulating and learning the nursery school

To provide wider experiences and greater continuity in living in and out of school, all activities were organized on a camp-wide basis. In other words, after-school play was considered as much a responsibility of education as recess periods. The arts and crafts program, as well as dramatics and music interests, were considered important for persons of all ages during and after school hours. The beginning of regular school periods helped to settle children who thought the barrack classrooms which were unfinished for a long time could hardly measure up to those they had left behind. The sincerity and determination of the teachers, many of whom had had no previous training, deserve much of the credit for successful adjustments.

Community workers demonstrated their willingness to assist the schools wherever and whenever possible. Letters of thanks were frequently sent to the engineers after visits to the water tanks, and to the safety engineer and fire chief for his help in safety education. Invitations to attend school activities were written to the parents, the postmaster, and even the busy project director. Excursions were taken to visit the coal piles, lumber yards, the motor pool, the art school and the administration buildings to enable the children to understand the workings of their community. Trips were likewise made with young children to construction centers to observe excavating, building, painting and plumbing.

The personnel of the food commissary provided occasional supplies for cooking experiences and gave significant assistance and information to the children and teachers as they sought to become more intelligent concerning where the foods came from, how they were stored and how they were later distributed to the various block kitchens. The cooks often baked the bread or cookies which groups of children had made. Directors of the canteens explained sources of clothing and methods of marketing and trade. Since everything had to be trucked into the center, transportation became an important area of study for some children.

Sheepherders with their winter flocks on the desert; nearby dairy, hog and cattle farms; poultry centers, and the agricultural farms in general offered thrilling opportunities to large numbers of children to see real, live animals for the first time. These experiences were almost as exciting to the mothers who accompanied their children on these trips.

Mothers, neighbors, P.T.A. workers, Council members (Community Government), the Inter-faith Association, and others participated by helping children to make curtains and costumes, by repairing school swings, donating money to the scholarship fund, or entertaining teachers in appreciation of their work. Forty mothers volunteered part-time service when the shortage of teachers threatened the closing of one of the nursery school centers. Since the conflicting ideologies and misunderstandings which caused adjustment problems with children often arose because of failure of different groups to understand the concerns of each other, this participation between school and community was considered valuable and was encouraged.

After a short time, the children were helped to see new possibilities and challenges in their environment which had seemed so forbidding to them in the beginning. Winds, dust storms, infrequent rains, unusual cloud effects, lack of green plants provoked questions concerning weather conditions which could often be answered only by books or by a trip to the meteorologist at the weather station.

Topaz crystals, trilobites, and lava formations found on some of the nearby mountains stimulated enthusiastic studies of the earth and its developmental forms

of life. The clear night skies made possible thrilling mental explorations into the heavens which resulted in the building of a miniature planetarium by one group of children.

Ant homes filled with mysterious tunnels intrigued children of all ages. The fish of nearby streams found new homes in balanced aquaria, while experiments with plants were carried on with different kinds of soil. The services of fathers who had been gardeners or those of soil experts were utilized. Homemade terraria of desert and imported woodland life were constructed.

Lizards, horned toads, scorpions, snakes, tadpoles, frogs, badgers, porcupines and rabbits provided opportunity to learn about new kinds of animals and the habitat in which they lived. Naturally these learnings led to a study of other animals and even peoples as they adjusted to their environments. An investigation of the bird life revealed many varieties worthy of study.

Trips on the desert beyond the immediate camp vicinity resulted in the finding of arrowheads, broken bits of pottery, and some people even discovered the remains of pueblo Indian dwellings of long ago. What an opportunity to learn something about the culture of a people of the past without the usual artificial stimulation so often accorded a study of Indians.

Attempts were made to develop many cooperative undertakings in classroom activities whereby improved social relationships, responsibilities and other principles of democratic living might be stressed. These interests often became community wide in scope. For instance, a scrap metal drive for rusty nails was sponsored by a second grade group, both for scrap metal and to prevent an excessive number of punctured automobile tires. The assistance of other children and adults was sought through posters and letters. Other ways of being good citizens were discussed by the group. Pictures by a fifth grade group were sent to the hospital to brighten the walls for bedridden children. Safety and health measures, so pertinent to the welfare of the community, soon became their concern, too.

While it was deemed wise to familiarize them with their immediate homes and community life, it was also felt that learnings of older children should be extended to other cities, states and countries. To facilitate a more intelligent program of relocation beyond the present centers into the United States, a genuine need was met in helping them to learn more about their country. Other countries were explored as to their historical, cultural, social and economic relationships. Pageants, class movies, murals, newspapers, reports and stories were some of the techniques used in acquainting the children with information concerning present-day problems as they relate to people, institutions and countries. Efforts were likewise made to keep these boys and girls informed about current world events, including the war news.

The process of social development in children is slow and not always clear-cut and easily discerned by adults. The social growth of these Japanese-American boys and girls is not easily determined except as it has been evidenced in their behavior. All adjustment problems have not been solved. However, bit by bit it is hoped that the varied kinds of experiences shared by these children will build constructively toward that kind of social maturity so essential to the future citizens of the world.

By KATHERINE E. HILL

Science Materials for Young Children

Descriptions of simple experiences with non-living things and an analysis of the relationships between living and non-living things form the basis of Miss Hill's presentation of science materials in terms of their implications for world citizenship. Miss Hill is instructor in science at Wheelock College, Boston, Massachusetts.

THE BUILDING OF those attitudes and ideas which are necessary for the understanding of the relationships of peoples on the earth must begin in the years of early childhood if they are to reach their full effectiveness. Just what are some of the experiences and materials which science can contribute to classroom teachers in order to help them promote such understandings?

Experiences With Non-living Things

Light, air, sound, water, magnetism, electricity exist for all people everywhere. Certain effects of these non-living things are of vast importance. Some of the experiences which young children may have in this area and their implications follow.

Water play is a fascinating experience for little children. Necessary equipment is a large dish pan, bottles and jars, water and objects which may be tested for floating and sinking. Children may use this material freely out-of-doors or indoors if a low oilcloth-covered table is provided.

Free experimentation is in order. Children should be able to discover for themselves materials which will float and materials which will sink. A teacher could, of course, use such materials for demonstration, but much of the value of the experience would be lost if this procedure were followed. Children should have time to experiment freely with this kind of material either individually or in small groups. The teacher's place is to help children state their problem in the beginning and to help them evaluate their work and reach a conclusion. In addition, she may find it necessary to help children check their conclusions.

Boat building and the testing of boats often follow such work with floating and sinking. Children discover that boats must either be built of very light wood or must be hollowed out if they are to float successfully. A consideration of the planning that must be done before any type of boat is built may then be appreciated more fully by children. A boat, whether it is a canoe of the South Pacific region, a Chinese river boat or an aircraft carrier, must be skillfully planned if that boat is to float. Children should begin to appreciate when they are very young that workers have special skills to contribute to our world.

Water is interesting, not only as an aid to transportation, but it is also interesting in itself. We have considered water only in its liquid state. Children also experience water as a solid. In some places on the surface of the earth water freezes in the winter. Ice is water, but it is water in a solid state. If the day is cold enough, a pan or jar of water may be placed on the outer window sill and allowed to freeze. If this is not possible, the water may be

frozen in a refrigerator. Then this solid water may be returned to the classroom, examined and allowed to melt. So, children may make another discovery. Water may exist in two states—as a liquid and as a solid.

This experience may be elaborated. The level of the liquid water may be marked on its container. This level will not remain the same when the water freezes, since water expands when it freezes. The level of the solid water will be higher in the jar. Now as the water melts the level should be about the same as it was before. A tall thin jar such as an olive bottle is good for this experiment.

Children may not realize also that water is found in still another state, even though they have had experiences with this third state in which we find water. Water may go into the air and remain there as an invisible gas. We observe this change in state when water is boiled.

Some children have never really watched water boil. For this experience an electric plate and a Pyrex container may be used. As the water becomes warmer, air bubbles appear on the sides of the dish and come to the top of the water. After a while large bubbles appear in the center of the container. These are true steam bubbles. As the water bubbles more and more violently, the water level sinks. Liquid water is changing to invisible gaseous water. Sometimes a white cloud is observed over the container. This is not true steam, since steam is not visible; this white cloud is condensed water vapor.

Other experiences similar to this one are possible. Children may discover that it is not necessary for water to be heated in order for it to disappear into the air. Flower vases must be refilled because liquid water has evaporated; drops of water on the floor disappear into the air; soil becomes dry after a rain; small brooks or creeks become dry during hot weather; water disappears from wet clothes when they are placed on the line to dry.

These experiences are of value not just to teach the fact that water exists in three states, but to help children discover facts for themselves by observation and experimentation. In addition, group cooperation in the statement and analysis of the problem is of great value. These experiences using water are chosen because they are available to all children and all teachers. These are common materials for use in experiencing.

Experiences with air also lend themselves to free experimentation. Children are usually aware of the air only when it is moving. They observe dry leaves as they are blown about in the fall; they feel the push of the wind on their bodies; they see that wind is able to fill a sail and push a boat over the water; they feel the soft, gentle spring breezes. But children may also discover that air is powerful even when it is not in more or less violent motion. They may be helped to know that air is about them always and that it is a very real thing.

Air is such a real thing that it can prevent water from entering a glass. If an inverted tumbler is pushed down into water, the air in the tumbler will prevent the water from entering. If the tumbler is allowed to slip over on its side, air bubbles float quickly to the surface of the water and break there. This experience may be made more dramatic if a crumpled piece of paper is placed in the bottom of the dry tumbler before it is inverted in the water. The tumbler may be pushed entirely under the water, and the paper will remain dry. Then, too, a small boat may be made from a flat cork using a bit of cardboard for the sail. If the dry tumbler is placed over it, the boat may be pushed down to the bot-

tom of the pan of water without wetting the sail.

Such experiences as these may be shown by the teacher to her group. They should not be done too rapidly, nor should they all be done on the same day. Furthermore, any child who wishes it should be given enough free time to do these things for himself. Experimenting is an essential part of fact finding. The group, with the teacher, should check frequently for possible errors in observations and conclusions.

Air is a real and powerful thing, so much so that it is an aid to our transportation. We are becoming more and more conscious of this use of air. If balloons, either the circus or dirigible variety, are filled with some lighter-than-air gas such as hydrogen or helium, these balloons will float in the air, much as objects will float in water. We make wide use of this knowledge.

However, the even more common type of air transportation is that which makes use of heavier-than-air craft. Fighter planes, transport planes and bomber planes, whatever their size, are all able to fly because of the knowledge that man has accumulated concerning the atmosphere. A wing is able to be lifted into the air if some of the air on the upper surface of the wing can be removed rapidly. This is done by the propellers which cause air to flow rapidly over the top wing surface. The air on the underside of the wing is left relatively undisturbed. The air pressure, then, is greater under the wing than above the wing. Therefore, the wing, and consequently the entire airplane, is pushed up.

Even small children want to know why a plane is able to rise in the air. A very simple demonstration which may help them to understand this phenomenon better may be performed with a strip of paper about one inch wide and twelve inches long. One end of the paper is turned under a bit and held with the forefinger just below the lower lip. The paper will hang limply until a steady stream of air is blown lengthwise of the strip of paper. Then the strip of paper will rise because enough air is pushed away from the upper surface to make the pressure less than that beneath it.

It is somewhat more difficult for children to grasp the idea that an airplane moves forward through the air because propellers actually act as screws and bite into the air in such a way as to pull the plane forward.

The importance, again, of experiences with air and air pressure is not so much to learn the facts as to be able to experience freely in this area with tangible materials. Furthermore, the importance of stating the problem and arriving at conclusions cannot be stressed too strongly.

Perhaps the most important outcomes of any study of this sort are the implications for world relationships. The fact is that it does take less time to travel from one place to another by plane. Young children will not, in a few years, find it strange to be able to travel from continent to continent in a few hours. Distances for them will shrink to an even greater extent than they did for us with the advent of the automobile. These children will find it as necessary to understand the people of such countries as Russia, India, South Africa, Argentina, Norway, Australia and China as we have found it necessary to understand the Easterners, Southerners, Westerners and Canadians of North America. This is a vital concomitant of any consideration of the physical facts of air travel.

These are brief suggestions for only two areas within the much larger area of the physical sciences. Investigation will show that many other areas such as magnetism, weather conditions, sun-earth-moon relationships offer real possibilities for working together toward a goal of understanding our total earth environment.

Relationships Between Living and Non-living Things

Plants and animals exist all over the world. Certain microscopic organisms are found high in the air over the surface of the earth. Other living things are found in the water and on the land areas of the earth. These plants and animals vary in many respects, but they are quite similar to each other in other ways. These differences and similarities are useful for children's experiences.

Animals depend entirely on plants for their food supply. Plants are the only living organisms which can manufacture sugar directly from raw materials. All plants are not capable of doing this. The green plants are manufacturers of food. A consideration of the food materials of any group of animals soon shows that green plants are the basic source of food.

Any green plant, no matter where it grows on the earth, must have certain conditions of light, air, warmth, water and minerals from the soil in order to produce food. All green plants are similar in this respect.

Children may have experiences which help them to understand this fact. If we wish to investigate the importance of light to plant growth, two healthy plants, such as geranium or bean plants, which are as nearly alike as possible should be used. Each plant should be given the same amount of water and each should be kept under the same temperature conditions. The only varying condition should be light. One plant should have enough light for healthy growth; the other should be kept in a dark place. In a very few days the plant which is kept in the dark place will begin to turn yellow and will eventually die.

No matter where a plant may be growing on the earth, there are certain physical conditions which are necessary for that plant's successful growth. All plants are similar in this respect.

Animals also cannot continue to exist unless conditions are favorable for their growth and development. All animals do not need the same amount of light, heat, air and food. But all animals from amoebas to human beings grow and develop to their fullest capacity only when their conditions for growth are fulfilled.

Therefore, a consideration of these facts by children will show them that there are certain non-living factors which are necessary for the continued existence of all living things everywhere.

Then, too, a group of children might well consider the relationships between living things. This has already been pointed out in some measure by indicating the dependence of animals on green plants. Certain microscopic organisms cause diseases of both plants and animals. Decaying plant and animal materials make the soil more fertile for further plant growth. Examples of such relationships are almost endless.

Perhaps one of the relationships that we would stress most strongly is that of the interdependence of people even though they live on widely separated continents. All human beings are essentially the same in their growth needs, body structure and reasoning apparatus even though their skin color and social customs may vary. It will not only be important but essential for our children to understand these facts if the people of the world are to live a few air hours from one another.

Adults of tomorrow will be able to live together and exercise the best possible control of their world environment only if the children of today begin to form those fundamental attitudes and understandings which are necessary for the successful solution of a problem.

By BERNICE C. BRYAN

Six-Year-Olds Question Their Environment

How one interest led naturally and easily to another with the result that these six-year-olds became increasingly aware of the natural phenomena around them, learned the value of first-hand information, the importance of checking facts, and the fascination of experimenting to test their own learnings. Miss Bryan is primary supervisor, Eastern Washington College of Education, Cheney.

WHEN ANN CAME INTO THE ROOM the day after Christmas vacation she exclaimed, "My, but this room is bare." The teacher thought so too but had not changed it before the six-year-olds arrived. She believed that an environment conducive to happy, cooperative living should be determined by both children and teacher.

Ann's remark stimulated everyone to start planning the kind of life that should be lived for the next few weeks. Within a few days many interests were evident out of which evolved several problems pertinent to the group. In order to cope with these problems the children found it necessary to seek many sources of information and materials.

Very soon the room took on a very different appearance. The bulletin boards were covered with pictures and lists of questions and plans. The library table held a variety of books which the children had selected from the school library. Mr. Carl, the canary, had been returned to his first grade home after having been away during vacation. Favorite Christmas toys and games were about the room since the owners wished to share them with their friends. A variety of materials and equipment such as jars, dishes, soil, thermometer, globe, maps and calendars was in evidence. Such a working atmosphere promised a great many opportunities for these sixes.

Many of the questions asked by these children related to the natural environment. During the following weeks the questions became startling in scope. One of them had to do with soil conservation.

Soil Conservation Becomes a Problem for Six-Year-Olds

Bill said, "I'd like to find out how farmers stop water from washing away their hills."

Quickly Jack replied, "Oh, you mean soil conservation."

Bill's remark immediately prompted Frank to say, "Well, but I don't think farmers can stop water from washing away their hills, do you?" He was sure of this because he had seen soil washed away near his home.

Frank's remark caused much discussion. Some of the children agreed with him, some thought farmers could do something about it, and others had no thoughts concerning the subject. After the pros and cons had been offered, several children said that they would look as they walked home from school for places in which the soil was being washed away.

The next day various experiences were related by several children. Bill said,

"Frank and I saw water running near our houses. We tried to stop it with sand. When we blocked the water it made a little pond." He also offered the information that farmers make dams to keep water from washing away their soil. Some children questioned him as to why this helped and he replied, "The dam stops the water and the dirt goes to the bottom."

Jean contributed, "The water sinks into the ground and the dirt stays up on top of the other dirt."

To clarify this concept the teacher suggested that someone might like to do an experiment which would show what happens to the soil in a pond made by a dam. Roger and Lee volunteered. They filled a large battery jar with water and poured soil into it. Bobby then said, "When the dirt gets into the water, it makes it brown." Someone who wanted the experiment to be more accurate told Roger to stir the water so that it would be going fast and look like it does before it gets to a dam.

The following day after the water had cleared, they again discussed the experiment. Eventually they were able to make the generalization that rushing water can carry much soil, that still water cannot hold soil, and that this is the reason farmers build dams to hold their soil.

Ronald reported that he had seen a small stream back of his home where dirt was being washed away. He thought that the group should go to see it. He said that the water was running fast and that it was very muddy. Everyone agreed that it would be worthwhile to carry out Ronald's suggestion. Plans were made to take the trip next day.

A New Interest Arises

In the meantime, the weather changed and the temperature lowered below the freezing point. The next morning Ronald said that the plan for the trip would need to be changed because the water had frozen. This prompted the teacher to question, "At what temperature does water freeze?"

Several suggestions were made but no one was sure that he was right. To determine the freezing point a bottle of water and a thermometer were placed outside. When the committee checked to see if the water had frozen they found the bottle empty and on the ground. Jack suggested that he take up the matter with the student council so that all children in the school would know that such things should not be disturbed. He also suggested that experiment equipment be labeled. This would help others understand the reason why unusual things were on window sills or in other places.

When the bottle was ready to be put out again, a better place for it was discussed. The children had noticed the very bright sunshine in the room that morning and decided that the water could not remain frozen on that side of the building. It would be warmed by the sun before they came to school. Therefore it was placed on another side of the building. However, the temperature did not lower again to the point where the water could freeze.[1]

All of the children were concerned each day when they looked at the bottle of water and found that the water had not frozen. Immediately they looked at the thermometer to determine the temperature. Their difficulty in reading it convinced them it would be necessary to learn to count by ten's and two's.

Learning to count necessitated much drill but it was considered very important to everyone because of the underlying purpose. Not only did they become interested in reading the thermometer but they

[1] Later the children found the freezing point by putting a thermometer into a test tube of water which had been placed in a glass containing a strong salt solution and ice cubes. They observed the temperature as the water in the test tube began to freeze.

also wanted to know how it worked, what it had in it, and why alcohol was used. Later, they decided to read the thermometer each day in order to record the temperature on the weather calendar. A committee was chosen to do this. Frequently they made comparisons as to differences in temperature during the day or during longer periods of time. Interesting discussions resulted.

When the problem concerning the warming of the water on the window sill by the sun was being discussed, the group became interested in finding out how long the sun shone in the room before they came to school. One said that he had seen the sun "rise" but that he did not know the exact time when it came up. Immediately, everyone became interested and proposed that they watch for the sun each morning. The following morning someone enthusiastically reported that he had seen it "rise" at 7:21.

For several mornings clouds covered the sky and no one saw the sun "rise." This phenomenon led everyone to become interested in clouds, to find out what they are, and how they move. The interest in the sunrise was frequently evidenced through discussions, the showing of a scrap of paper on which some older member of the family had written the time the sun "rose," or the bringing of weather reports cut from the newspaper. These weather reports gave the time the sun "rose" the preceding day. Soon Jack brought a weather calendar and told the other children that it gave the time of sunrise for each day besides giving the weather. Much interest was shown in this new source of information.

However, Jack soon found that the time reported by several individuals was not the time given on his calendar. This prompted the teacher to tell him that his calendar had not been printed for the specific area around Cheney and that the predictions were based on previous records.

Some child knew that the sun did not "rise" at the same time all over the United States. Catherine said, "It comes up much earlier in West Virginia." Another said, "It comes up earlier in Montana."

The teacher told them that this was true but not according to the local time of the places considered. She told them that the sun "rose" three hours earlier in New York and two hours earlier in Chicago than it did in Cheney. This discussion seemed very strange to many of the six-year-olds. However, when the teacher referred to the radio programs, several children told of having heard announcements for different time belts. Catherine was especially interested and showed evidences of having discussed these time differences at home. She and two other children offered to act on a committee to study more about the sun. With a dark room, a globe, and a strong light for the sun they attempted to show the other children why the sun "rises" at different times in various parts of the United States.

Questioning to Find the True Facts

Frequently, children stimulated others to think more clearly by offering challenging statements or questions. As Jean listened to the children discuss the sun shining in the first grade windows and warming the water on the window sill, she emphatically said, "You know, the sun seems to follow me everywhere I go."

Someone quickly told Jean that the sun could not be seen at night and that it did not follow her then. She admitted this and continued, "Well, the moon follows me then."

When she was asked, "Does the moon follow you each night?" she was surprised for she had not thought about that.

Several children had not only seen the moon at night but had also noticed it during the day. Mary said that she had seen the moon during the day and that it was white. Catherine had also noticed it during the day but said that it had been big and yellow. Bobby recalled that it had not always been the same size, shape, and color when he had seen it.

This conversation led someone to suggest that they study the moon. The teacher agreed that this might be interesting to do if enough of the boys and girls continued to ask questions about the moon, but that there must be a good reason for making such a study.

The sun-and-moon discussion led Jack to say that he knew why we had day and night. He told the children that the sun moved and that when it left us to shine on another country we had night. Ronald questioned this statement saying that the sun did not move but that, instead, the earth moved. Jack was greatly surprised as were the other children, because this seemed impossible to them. The next day the teacher attempted to demonstrate day and night in a darkened room by using a bright light for the sun and a very small globe for the earth.

Jack pondered this demonstration for two days and then went to the teacher for more help. He said, "I can't understand why we have so many days and nights when it takes the earth a whole year to get around the sun."

When the problem was presented to the group, Bill was able to give the correct explanation. However, to clarify the concept for Jack he was given the globe while Bill held the light which represented the sun. As Jack started to take the earth around the sun, Jean cautioned him that he should not go in a perfect circle as the earth did not make a perfect circular path around the sun and, also, that Bill should not stand perfectly still as the sun makes some movement. These comments showed that Jean had gained much information from the previous demonstration and that she had the ability to apply it. As Jack slowly carried the globe around the sun he had to turn the earth on its axis many times. Very quickly he could see why we have so many days and nights in one year.

The attitudes shown by these children toward each other and the manner in which they asked questions and applied knowledge gave evidence that much growth was taking place.

Information Gained by Experimenting

During a time when the skies were full of clouds, when the sunrise could not be seen, and when there was some form of precipitation, the children became very curious to know what clouds are made of and how water gets into the air to form the clouds. Bobby gave the information that water evaporated into the air. He said, "Where there is a lake, water goes up into the air and evaporates."

When no one offered any ideas as to how the water which had evaporated could take the form of rain, the teacher told the group that she could help them take water out of the air. Everyone was amazed and eager to help her carry out some experiments which would do this. One group went to the refrigerator for ice which they put in an aluminum pitcher. Another group put some water in the teakettle and set it on the hot plate to boil. When the water started to boil, a cold pan was held over the spout. Very soon drops of water began to drip off the bottom.

Attention was called to the drops of water all over the outside of the pitcher. The children realized that the water did not come through the pitcher. Soon, someone said that the water in the air around the pitcher was chilled and then

formed on the outside of the pitcher. These experiences helped the children develop an attitude of open-mindedness, make accurate observations, weigh facts and do critical thinking before drawing conclusions. The teacher gave them much guidance in carrying out these experiments and in helping them to see relationships.

One day all of the children went to the second grade room to see "the rainstorm" that was taking place in the terrarium. Drops of water had formed on the glass lid of the terrarium and were falling on the plants. The visitors were much interested in this phenomenon. They asked questions which necessitated much thought on the part of the older group of children who had to formulate their answers. Learnings gained from the experiments concerning evaporation and condensation were brought into play as the discussion progressed. This experience gave an opportunity to both groups of children to apply the information which they had gained from many sources.

Along with these condensation experiments went those pertaining to evaporation. Richard and Patsy put water in glasses to find out how long it would take for the water to evaporate. Richard put his glass near the radiator while Patsy set hers in a cooler place. Jimmie thought it would be interesting to see how fast the same amount of water would evaporate from a shallow cake tin. Roger knew a fast way to make it evaporate. He put the same amount of water as used in the other experiments into a pan on the stove.

Roger's experiment stimulated Bill and others to talk about observations they had made at home concerning evaporation of water such as: from a pan of carrots Mother was cooking, from the pan of potatoes which had boiled dry, and from the apple sauce which had burned.

As all of these experiments were concluded and the observations discussed, the children made generalizations about evaporation and condensation and in turn began to apply these learnings. They frequently spoke of how the snow was melting and of how the water in the streets and around their homes had evaporated.

Adventuring with these six-year-olds meant exciting experiences from day to day for both children and teacher. One new interest led to another which resulted in much joy as members of the group worked out their own problems. Naive curiosity on the part of some children developed into deeper intellectual curiosity, thereby stimulating numerous experiences. Guidance was given the children by the teacher as she asked many questions, gave much encouragement, and simplified the environment in which the problems could be solved. From these experiences the children became more inquiring, fine appreciations developed, and they gained new faith in their abilities to attack problems and discover new meanings.

The application of their learnings gave evidence that these six-year-olds had made much growth and that they had established a rich background for making further study of their environment.

Frequently, the teacher learned that the children were not only interested in the problems at school but that they were experimenting at home. Mothers were beginning to ask the teacher, "What are you doing in school to get my child so excited over the temperature, the sunrise, and the moon?" "My child talks all the time about what is going on in school. Recently he has shown many new interests." Such comments were considered very important by the teacher. She realized that if school interests functioned at home the work carried on in school was very meaningful and important to the children.

By LOUISE ZIMMER

Curiosity in Action

How science experiences can form the basis for testing a way of thinking, for making intelligent choices, and for sharing decisions is described by Miss Zimmer, teaching principal, Carlisle School, Kansas City, Missouri.

LIVING IN A DEMOCRATIC WORLD is living in a world of shared decisions. To live successfully one must learn to make an intelligent choice and to be able to defend that choice with indisputable data, backed by personal testing and expert opinion. The following descriptions illustrate how a group of six-year-olds have used this way of thinking in solving some of the everyday science problems which confront them.

It was Dale's sixth birthday. He brought his favorite gift, a toy tractor, to share with the other children. Will it run? Can it go up and down things? These questions were immediately asked. Receiving affirmative responses, the group demanded proof. The tractor was wound and it scooted across the floor. Delighted, the children asked to see it climb. A book was placed on the floor. The tractor easily went over it. "Let's try two books," said John. Again the tractor was successful.

"Do you think it could climb over three?" asked Mary. Three books were stacked on the floor. The tractor again went over them.

"How high do you think it will go?"

"Let's see," was Dale's eager reply.

Many books were piled on the floor until the stack became too high for the tractor to climb. "Let's build a bridge for it," said Kenny. He went to the workbench, got a board, placed it in a slanting position from the books to the floor. The tractor was wound and easily climbed the board to the top of the books but nose dived off the opposite end. "We need a bridge on the other end," said Bob.

One member of the group suggested that they build the bridge as high as the tractor would go. More books were piled on the stack. This was continued until the board was in such an upright position that the tractor could not climb it. Some of the children were ready to quit. One boy, however, who had tried several times to get the tractor over the stack finally said, "If this board slanted more I think the tractor could climb it." A longer board was brought. To the huge delight of the group, the tractor easily climbed to the top.

Throughout the entire day interested children took off and put on books as they experimented and tested their simple hypotheses and conclusions while working with the principles of the inclined plane.

Experiences with Magnets and Electricity

Patricia brought a small magnet to school and kept a group of her classmates enthralled as she put the magnet through various tricks. One child remarked that it acted just like magic; another boy said that when mother's iron gets too hot things stick to it so he thought the magnet must be hot. He was so positive of the merit of his suggestion that he was reluctant to touch the magnet. After several braver individuals tested it he hesitantly proved for himself that there was no heat radiating from it.

"It has glue on it," was the next suggestion. Again merely touching the magnet disproved this fact. These young moderns then felt confident that the magnet was full of electricity.

The next morning a lodestone was brought in. The children were much surprised to see a "rock" acting like a magnet. They then tried many different rocks to see if they were also magnets. Perceiving that they were not, they demanded an explanation. A simplified version of "Magnes, the Shepherd Boy" was told to them.

In order to satisfy the group's curiosity about the possibility that a magnet contains electricity, we broke a small magnet into two parts. When it was discovered that it looked the same inside as it did on the outside and that we now actually had two small magnets, the group's astonishment was unsurpassed.

It was natural that their next queries should turn to electricity. The following day a dry cell with copper wire and a bell were shared. The group was curious to see what was inside the cell that made electricity. An old dry cell was torn down in order that the children might see the black paste and the carbon stick.

One morning a child who had connected a new piece of wire to the bell found that the bell didn't ring. A companion suggested that they try the old piece of wire. The bell then rang. At once the children realized something was wrong with the new piece of wire and were ready to pronounce judgment that the wire was defective until an alert individual noticed that the covering hadn't been scraped from the ends of the new wire. After removing the covering and finding that the bell rang with the new wire, the class was intrigued to find out why. As an answer, a testing device for conductivity was made from two nails driven several inches apart in a block of wood. Wires were connected to the nails and the bell. The substances to be tested were placed across the gap between them. They found that wood, rubber, paper, glass and chalk would not make the bell ring. Copper, zinc, lead and brass rang the bell. The safety factor of nonconductors was also noted.

Throughout these experiences it was noteworthy that these children insisted upon personally testing the suggestions of all contributors, discarding those that couldn't be proved and accepting those that actually worked. They are learning at an early age to demand facts—facts that will stand up under careful scrutiny—before arriving at a conclusion.

Shadow Play

One bright sunny morning the children were on the playground discussing a game they wanted to play. One of the boys in great excitement exclaimed, "Oh look at our big shadows." Another child added, "There's a shadow for every one of us." Perceiving the group's interest, the game of shadow tag was taught them. When plans were made for the noon play period some children decided to play shadow tag again. To their amazement and consternation they found that their shadows were so small that they could not play the game.

One morning a chair was placed on the play porch. At nine o'clock an outline of the chair's shadow was traced with chalk on the concrete floor. The children excitedly watched the change in the shadow of the chair throughout the day and noticed the position of the sun in relationship to the shadow. Every hour throughout the day, the shadow was traced. This was done for several days.

Through careful observation tested over a period of time, this group learned to arrive at basic and sound conclusions.

By IOLA UEBLACKER

Map Reading At Six

Many six-year-olds are interested in maps as this brief account shows. They also have their own ideas as to what should be done with nations who "don't know any better than to fight with everyone else." Miss Ueblacker teaches six-year-olds in a Garden City, New York, public school.

THESE AND OTHER such questions are being asked: "What do six-year-olds get from a map?" "Are they interested in maps?" "Do they talk about war?" "What kind of questions do they ask?"

A certain group of six-year-olds have been bringing in large quantities of scrap metal and rubber "to lick Hitler with." They have asked such questions as, "Do the Japanese and the Germans live together?" and when Tunis was much in the headlines, "Are they with us?" "Are they our friends?"

We realized that something must be done to help toward a better understanding of location and relationship of peoples. Some eleven-year-olds projected a map of the world for us upon a paper about five by three yards. The six-year-olds painted North America one color and South America another. To be sure, the Great Lakes and Hudson Bay are missing; so are the fjords around Norway, but the large masses are there.

On this map the children know where General MacArthur is. (This seemed most important of all.) They can locate where they live and they can find Germany and Japan on the map. They know that Canada is a friendly country and they can find the Pacific and Atlantic Oceans. The Aleutian Islands look a bit washed out and don't seem important to the children yet.

We followed our map-making with the drawing of pictures of the flags of all the United Nations as well as of those of the aggressors. These flags are very colorful and fairly accurate. When the flags were finished the group decided that they did not want the flags of Germany and Japan and Italy to remain in the room. But on second thought it was decided to hang the three of them alone over in the corner, and to hang the flags of the other countries near the map. "The Axis should be alone anyway if they don't know any better than to fight with everyone else."

We believe this interest in the world is just a start. Where we shall go with the study, we do not know. The introduction of a globe will become essential for there was much discussion about "two worlds" after the children saw the map of the two hemispheres in the atlas.

We are sure that six-year-olds are becoming map conscious and are learning from maps some of the things they want to know; also that this war is all important to them.

Across the

Some Comments on Discipline DOUBTLESS IT IS TRUE that when one becomes interested in the development of a particular idea that he is more aware in what he reads of how others have approached or analyzed or developed the same or a similar idea. After the tentative theme for this year's issues of CHILDHOOD EDUCATION had been named, "The Disciplines of World Citizenship," it seemed that the word "discipline" popped up in my reading an unusual number of times. There were two articles in *The Atlantic Monthly*, May 1943, which dealt with discipline and roused conflicting emotions of despair and determination to do something about them. Perhaps you read them too: "Children Out of Hand—The Reform School" by Chester Lee White, and "Children Out of Hand —The Slum School" by Grace Irwin. Perhaps you did as I did—wrote your own opinion of the way children should be "handled," then threw it in the wastebasket because it was so completely unsatisfactory.

In the same mail with *The Atlantic Monthly* was the April issue of *Understanding the Child*. Fritz Redl's article on "The Virtues of Delinquent Children" removed some of the despair experienced after reading the two Atlantic articles. Here was an answer. Here was straight thinking and good judgment on the subject of juvenile delinquency and discipline. Here was a challenge to be faced realistically—a responsibility that none of us can escape if we are true citizens.

As I read Fritz Redl's article, I thought of the fourteenth provision of the Children's Charter: "For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not as society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life."

Discipline again appeared in Mary Ellen Chase's article, "An Ancient Democracy to a Modern," in the winter issue of *Common Ground*. Miss Chase says:

"Most of us as adults are beyond the discipline of others. Many of us find ways and means to avoid the discipline of circumstances, even in these days when circumstances hem us in so tragically. The discipline then which leads to wisdom must come from within ourselves."

Council on Cooperation in Teacher Education THE COUNCIL ON COOPERATION IN TEACHER EDUCATION held a two-weeks conference at Madison, Wisconsin, August 17-28. Climate, location and personnel contributed to make the conference a stimulating experience to those participating. Representatives of fifteen organizations composing the Council heard reports of the Teacher Education Commission, participated in five discussion groups devoted to the teacher as a person and a worker, met in organization groups to study the Commission's reports, and finally exchanged results of their study and experiences in a closing session.

Most of the representatives present prepared their reports in the nature of letters, memoranda and recommendations to the executive committees of their organizations. The common element in all these reports was the emphasis upon cooperative planning within the organizations themselves and between organizations represented at the conference and others not represented. Practically all the reports suggested programs of action through projects having to do with problems in teacher education. There was almost unanimous recommendation of areas to be studied, such as human growth and development, improvement in curricula in teachers colleges, recruitment of teachers, and problems of teacher personnel.

Much discussion evolved around the development of leadership in teacher education through planning and cooperative action. Many questions were asked concerning the best ways of developing teachers as persons and workers. The competencies required of teachers, the forces that shape and determine educational planning and the problems of children and youth were discussed with insight and sincerity.

The reports of the Commission will be available sometime in 1944 and will be reviewed at the time of publication in CHILDHOOD EDUCATION. In the meantime the recommendations of the A.C.E. representatives—Jean Betzner, Maycie Southall and Frances Mayfarth—will be studied by the Executive Board and such recommendations as seem feasible will later be

Editor's Desk

come part of the Association's working program. It is obvious that A.C.E. representatives would designate the area of child growth and development as the one most important for further study and implementation by the A.C.E. Three phases of this area seemed particularly important to the A.C.E. representatives—accounting for the children, seeking ways of conserving childhood and freeing the potentialities of children. It is hoped that some of the articles published this year in CHILDHOOD EDUCATION can help to interpret these phases in the light of the Commission's reports on human growth and development, and that as more material from the Commission becomes available comprehensive use throughout one year's issues may result.

That such important studies have been made by the Teacher Education Commission, that such a representative group could be brought together to study the reports, and that many projects for implementing these reports through cooperative action were proposed give promise of improved teacher education—both preservice and in-service. The idea that groups interested in teacher education could, through cooperative action in attacking the problems involved, discover leadership which would promote the growth of teachers as individuals, raise the profession of teaching to a worthy status in our culture, and best of all provide for the children those educative experiences necessary to develop world citizens, presents a challenge to all of us.

A.L.A. Washington Service THE AMERICAN LIBRARY Association will soon open an International Relations Office in Washington to work with the State Department and the Coordinator of Inter-American Affairs on cultural relations with other countries. Projects under way for this new office are: sending more than one hundred thousand dollars worth of United States books as gifts to Latin America; collecting and storing American scholarly periodicals for libraries in war-torn countries, and laying plans to exchange library materials as soon as possible with countries now in the war zones.

Junior Red Cross Activities WAR ORPHANS and hospitalized children of Russia are the latest to be given encouragement through the National Children's Fund of the American Junior Red Cross. This summer 10,000 gift boxes and 2,000 pounds of hard candies were shipped to the U.S.S.R. for distribution.

A London war nursery for sick and wounded British children whose mothers have been killed or injured will be well maintained for the duration—thanks to the Junior Red Cross. The American boys and girls have earned the money for this nursery from scrap drives and benefit dances. One enterprising group dreamed up "sock dances" in a school where heavy shoes were not permitted on the gym floor. Posters requested dancers to "wear your loudest socks."

Scrap books are being exchanged with school children in South America and Europe. A child in Algiers wrote in such a book recently received: "A little French girl wants to thank you for the big cup of milk she drinks every day . . . She is no more hungry in the mornings. Thanks to you . . . she has new hope in her heart." A little Algerian boy contributed a drawing of the United States in the form of a cow from which milk supply lines obligingly extend to North Africa.

School Atmosphere Reflected in Halls LULIE NETTLETON, principal of the John B. Allen School, makes some suggestions concerning school halls, in the May bulletin on Art Activities in Seattle Schools.

"In the modern school, making halls attractive is an important part of school planning. Not until one has observed the effect upon children can one realize its benefits. Beautiful pictures hung low, attractive but simple flower arrangements, interesting bulletin boards frequently changed will help slow flying feet and put the soft pedal on too highly pitched voices.

"One principal gathered all the farm pictures in the building and made a well-balanced grouping in the hall near the IA classroom. All pictures relating to Indian life were in a hall where Indian-minded children could see them.

"A certain building seemed to have halls so noisy that nothing could quiet the pupils. The principal lowered the shades part way and put yellow sash curtains at the windows and, presto, the passers-by quieted to an amazing degree."

Like the covers of a book, school halls should invite one to enter.

The A.C.E. Resolutions And A Plan of Action

THE RESOLUTIONS PRESENTED HERE were adopted by branches of the Association for Childhood Education at their community conventions or at regular meetings held during May. More than 22,000 teachers, representives of community welfare groups, city, county and state officials and others interested in children attended these meetings.

After adoption of the "we believes," serious consideration was given to ways in which they could be converted into a program of *doing*. Suggestions were sent to A.C.E. Headquarters in Washington, where, at a meeting of the Executive Board on May 28-30, they were compiled into a plan of action.

The plan of action is our A.C.E. guide for 1943-45. It offers branches a basis for program planning and suggests ways in which individual teachers can be most helpful to their profession and to children. It offers information on the program of the international Association and the materials it will provide in support of that program.

Thus the more than 38,000 members of the Association will move forward together under this specific plan for 1943-45.

RESOLUTION I. ***There is the problem of taking care of the children.*** We believe that each family, each community, each state and each nation bears a joint responsibility for the care of its children, the degree of sharing responsibility to be in proportion to the ability of each to assume it.

PLAN OF ACTION FOR THE BRANCHES AND INDIVIDUAL MEMBERS

- Discover what is happening to the children in your community and what resources and limitations there are for meeting their needs.
- Act with other agencies in meeting the needs of children.
- Determine cooperatively the unique and joint responsibilities of the home, the school and other agencies, and work to the end that these responsibilities are assumed.
- Study and support or oppose local, state and national legislation affecting the welfare of children.
- Show, as individuals, respect for each child in every contact with him.

PLAN OF ACTION FOR THE INTERNATIONAL ASSOCIATION

- Provide the Branches with a suggested plan for discovering the needs of children—child accounting—with suggestions for ways of using the plan.
- Inform members concerning legislation affecting children and teachers.
- Continue to cooperate with federal and other national agencies working for children.
- Report to members the progress made in child accounting.

RESOLUTION II. ***There is the problem of emphasis in what we shall teach.*** We believe that every individual has potentialities through which effective skills, desirable habits, and socially constructive attitudes can be developed, thereby contributing to the growth of the individual and to the common good.

PLAN OF ACTION FOR THE BRANCHES AND INDIVIDUAL MEMBERS

- Make clear at all times the nature and possible ways of solving children's present problems.
- Make attractive, concrete and clear the present needs of individual children and groups of children.
- Publicize the responsibility each community, school and home must bear in studying and in meeting the peculiar needs of its children.
- Protect children in their learning from the many pressures imposed by those not aware of the ways in which children grow.
- Evaluate the experiences demanded of children in terms of their contribution to child development.
- Assist children in interpreting their own affairs.

PLAN OF ACTION FOR THE INTERNATIONAL ASSOCIATION

- Provide publications that will help to interpret children and their needs.
- Request that the Consultant on Curriculum present annually a summary of important trends in childhood education.
- Emphasize in A.C.E. publications areas of child experience that contribute important learnings, that stimulate the development of useful skills, that expand concepts and improve attitudes. For example, CHILDHOOD EDUCATION in 1943-44 will emphasize areas that can contribute to worthy citizenship—work, worship, play and sharing. The 1944 bulletins will emphasize science, social studies and healthful living.

RESOLUTION III. ***There is the problem of educating teachers.*** We believe that existing programs of teacher education need re-evaluation and revision with the emphasis upon adults and children as people sharing experiences that promote the maximum development of both.

PLAN OF ACTION FOR THE BRANCHES AND INDIVIDUAL MEMBERS

- Encourage in-service growth of teachers and maintenance of the highest possible standards for teacher selection.
- Urge student groups to evaluate their college preparation for teaching and to suggest constructive changes.
- Stimulate closer cooperation between the teacher and the family in meeting the needs of children.

See teaching as a vital social process in its essential relationship to other occupations.

Encourage the continuous enrichment of the personal lives of all who work with children.

PLAN OF ACTION FOR THE INTERNATIONAL ASSOCIATION

Request the Consultant on Teacher Preparation to prepare for publication a brief statement of the essentials in teacher preparation in line with the best that is known in child and teacher development.

Re-evaluate constantly all parts of the A.C.E. program in terms of their worth for promoting growth of teachers in service.

Sponsor study groups and workshops at national and regional conventions.

Provide through A.C.E. publications information on legislation of importance to teachers.

Enlist the interest of faculty members in schools of education in the work and program of the A.C.E.

RESOLUTION IV. ***There is the problem of improving ways of living and working together.*** We believe in the ability of each individual to grow in social sensitivity, in social imagination, and in social knowledge, and through this growth to develop improved ways of living and working with others, regardless of differences.

PLAN OF ACTION FOR THE BRANCHES AND INDIVIDUAL MEMBERS

Establish a security, as Branch members work together, that is the outgrowth of a willingness on the part of each individual to express truly an honest opinion and a confidence that each will keep the counsel of the other.

Seek within the group to integrate such differences in ideas and cultural backgrounds as can be immediately welcomed, genuinely assimilated, and honestly utilized.

Seek within the community appropriate opportunities for working with other groups interested in children.

Consider and develop better techniques for working with others.

Develop a willingness to relinquish personal and group priorities for the sake of the common good.

PLAN OF ACTION FOR THE INTERNATIONAL ASSOCIATION

Provide materials that will interpret through practical illustration effective ways of living and working together.

Encourage the Committee on Intercultural Relations to continue its studies and activities and to report its significant findings and results.

Develop and expand consultation and information services for A.C.E. members.

Make use of the opportunities provided by Relocation Centers as laboratories for expanded learnings in intercultural relations.

Improve the Association's ways of working with federal and national agencies.

RESOLUTION V. ***There is the problem of teachers leaving the teaching profession.*** We believe that teaching is a professional service fundamental to the national welfare and that the future of our nation depends upon the wise guidance of children by skilled teachers today.

PLAN OF ACTION FOR THE BRANCHES AND INDIVIDUAL MEMBERS

Make teachers and communities aware of the importance of teaching as war work.

Awaken professional pride through recognizing the work of teachers.

Work for the improvement of administration and for the release of the powers of the teacher.

Stimulate members to avail themselves of opportunities for growth such as participation in A.C.E. activities and the use of current professional literature.

PLAN OF ACTION FOR THE INTERNATIONAL ASSOCIATION

Publish in CHILDHOOD EDUCATION articles on teaching as a contribution to the war effort.

Urge the chairman of the War Manpower Commission and other key people to state the importance of teaching as war work and as a contribution to national stability.

Study, take appropriate action, and publicize the status of legislation providing federal aid to public education.

Publish in CHILDHOOD EDUCATION articles by teachers describing work in their own and others' classrooms.

Acquaint all teachers with the services and publications of the A.C.E.

RESOLUTION VI. ***There is the problem of living in a world at war.*** We believe that we should attempt, even in wartime, to provide for all children adequate protection, intelligent participation, and balanced perspective. Therefore we reaffirm the action taken at the 1942 Annual Meeting in adopting "A Policy on Young Children and the War" and will seek new ways of implementing this policy in 1943-45.

PLAN OF ACTION FOR THE BRANCHES AND INDIVIDUAL MEMBERS

Review and re-examine "A Policy on Young Children and the War" to determine what has been done and what still needs to be done to implement this policy in your community.

Urge all members to accept the fact that to the extent we carry out the 1943-45 plan of action, to that extent are we participating in post-war planning for children.

PLAN OF ACTION FOR THE INTERNATIONAL ASSOCIATION

Publish in CHILDHOOD EDUCATION and *The Branch Exchange* illustrations of what has been done in various communities to implement "A Policy on Young Children and the War."

Suggest to A.C.E. members other ways of implementing this policy.

Study and support federal emergency legislation that provides for adequate protection of children.

Emphasize through all of the Association's activities the necessity for extending into the post-war world the three provisions of "A Policy on Young Children and the War"—adequate protection, intelligent participation, and balanced perspective.

Books . . . FOR TEACHERS

THE MEANING OF INTELLIGENCE. *By George D. Stoddard. New York City: The Macmillan Company, 1943. Pp. 504. $4.00.*

The author's main purpose in this book is to offer an interpretation of what mental tests mean, to show what may be expected of them as measures of human intelligence, and to make a plea for new departures in test construction and for new thinking along the line of intelligence. Intelligence, treated as a theoretical composite which can be operationally tested, is defined as "the ability to undertake activities characterized by difficulty, complexity, abstractness, economy, adaptiveness to a goal, social value, and the emergence of originals, and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces."

The author develops his thesis by making use of various research findings, by presenting a critical review of testing procedures—directed chiefly at the new Stanford Revision which he thinks has negligible value as a contribution to theory—and by using point scales and group tests to illustrate certain practices in test construction which reveal what intelligence tests are and what may be expected of them. He believes that something besides age progression should be used in evaluating tests; he would extend tests both downward and upward; he would include second, third and fourth questions in a systematic hierarchy, and he would provide materials such that differences in experience that do not contribute to differences in intelligence would be minimized. The view that the IQ is constant is "untenable, unrealistic, and unnecessary." "It is likely that centile scores . . . would be more helpful than mental ages and IQ's." "Sigma scores or T-scores . . . would be helpful."

The Iowa Placement examinations are cited as being "perhaps the first tangible fruits of a new theoretical approach to the problem of mental measurement, in so far as the college field is concerned." As to factor theories, "If results to date have not been striking, we should do well at least to remain hopeful." Americans would do well to follow Piaget's lead as to how children think and learn since, until materials of this kind are validated, it "does not appear feasible to undertake a radical reform in mental testing."

The well-known studies on twins, orphans, foster children, hollow folk, and on nursery school experience are considered helpful in giving a new direction to the thinking on intelligence. Heredity and environment are inseparable parts of the same growth process but environment can go far toward making "a silk purse out of what we thought was a sow's ear." Genius, we are told, involves more than a score on a mental test; geniuses may have IQ's as well as other "minor" traits in common with other bright children, but "what of it?"

The closing chapters tell that the limits which man sets for himself are much below those necessitated by nature and that the best bulwark against a deterioration of society is the utilization of the scientific method in the improvement of economic and social conditions at all levels.

One closes this scholarly and refreshingly written volume with a feeling that the author has arrived at his views on the basis of wide experience, pertinent experimental investigations, and the utilization of intelligence as defined. If he has not entirely resisted "emotional forces" in his interpretation of research findings and in his championing of the influence of environment, he has at least presented abundant supporting evidence for his views. One feels that he has accurately diagnosed the patient's illness and that although he has not been specific as to the curative agent he is correct in indicating that it lies in the direction of new research in test practice and theory.—*Anna M. Shotwell, State Colony and Training School, Alexandria, Louisiana.*

AT HOME WITH CHILDREN. A Guide to Preschool Play and Training. *By Charlotte Gano Garrison and Emma Dickson Sheehy. New York City: Henry Holt and Company, 1943. Pp. 256. $2.50.*

At Home With Children was written as a guide for parents "to help them plan for a child's play by giving concrete suggestions with respect to places in which to play and things to play with as well as help in the guidance which will bring to the child pleasant, satisfying experiences in his play."

The book is simply and understandingly written "from the point of view of the developing nature of the child, the changing characteristics of young children and how to meet these changes." It is full of practical, commonsense suggestions that have been tried and tested by the authors in the Horace Mann School, touching all phases of places, experiences and materials with which children come in contact. A practical child psychology throughout the book makes clear the child's relationship and responses to his environment.

The book gives detailed descriptions of how children play, where they play, and how to use toys and playthings and materials to make things. The descriptions are clearly stated, showing the growth and development of the child and the importance of "balanced expeences, the right playthings and the right places in which to play." The authors recognize that books and pictures play a vital part in the lives of children. The annotated list of books for the child's library is complete in selection, covering a wide range of interests, as does the list of pictures in the book.

The description of musical experiences of little children, the excellent list of music materials, and the appendix by Emma Dickson Sheehy form an illuminating section on the development and appreciation of music. Science, holidays, parties and excursions are also considered for their contributions to the development of young children.

At Home With Children is a basic book on the guidance and understanding of little children. Teachers, parents and other adults responsible for the care and development of young children will find it a most helpful and satisfying volume.—*Laura Hassenstein, Avery Coonley School, Downers Grove, Illinois.*

MUSIC IN AMERICAN SCHOOLS. *By James L. Mursell. New York City: Silver Burdett Company, 1943. Pp. 307. $2.60.*

Mr. Mursell has written this addition to his valuable books on music and music teaching with the cooperation of a group of workers in the field of music education. One may very well hazard the guess that the views expressed so ably by Mr. Mursell and which he states "represent a consensus of opinion" is the forerunner of a series of music books which will be based upon the philosophy set forth in this volume.

There is much good sense in such statements as: "Drill is often necessary. Drill can be valuable. But it becomes valuable only when it is purposive, and when the pupil recognizes that it is leading to the establishment of a mastery or an insight which he desires, and whose worthwhileness is convincingly manifest. Drill for an immediate result, for an immediate tangible gain of power of comprehension or clarity is most certainly an agency for growth . . . Don't feel that you must cover a stated amount of ground in a stated time. Some supervisors, who seem to regard themselves as policemen rather than educators, make a great point of covering ground precisely according to schedule . . . Musical development depends on purpose. It results from musical undertakings which engage the active will and desire of the participant."

There are eleven chapters with such titles as The Teacher, Teaching Materials, The Sequence of Music Education, Reading and Rhythm. Of these the one on rhythm is the most valuable since that element of music is ordinarily poorly presented in the classroom. Most teachers present rhythm as a series of mathematical divisions of beat rather than as groups of similarly accented pulses which must be felt rather than analyzed. Mr. Mursell makes proper distinction between rhythm and time.

The book also contains many reproductions of photographs of children engaged in various musical activities. These pictures are highly suggestive to those in need of a vitalized approach to music as a school activity.—*John W. Beattie, dean, The School of Music, Northwestern University.*

Books . . .

FOR CHILDREN

THE STORY OF THE PENNSYLVANIA DUTCH. *By Ann Hark. Lithographs by C. H. DeWitt. New York: Harper and Brothers, 1943. Pp. 36. $1.*

As in many of our modern books, the illustrations are of first importance and the text is subordinate. Full page lithographs in color present vividly the richness of the earth and the flavor of the life in the land of the Pennsylvania Dutch. The page of text which accompanies each picture fulfills its supplementary function admirably.

The Story of the Pennsylvania Dutch is a fascinating regional study. The deeply religious life of the people; the life on the flourishing farms where sons of pioneers work with love and knowledge of the land; the days of pottery making, Steigel glass and Conestoga wagons are made real to children. As teachers we would think of this book as especially significant to children in the upper level of the elementary school, but it has picture appeal for the younger children and holds the interest of adults as well.

THE LITTLE WOMAN WANTED NOISE. *By Val Teal. Illustrated by Robert Lawson. Chicago: Rand, McNally and Company, 1943. Unpaged. $1.*

The Little Woman had lived in the city where streetcars clanged, whistles shrieked, machinery rumbled, and children shouted, all in the natural course of events. When someone gave her a nice quiet farm she almost lost her "peace of mind," until a neighbor suggested that she "get some animals with voices to them." A dog and a cat, a cow and a pig, a duck and a rooster and a hen helped, but not until the Little Woman got a few boys to live with her on the farm was she noisily content.

Robert Lawson's pictures have caught the subtle as well as the obvious humor of a merry story. The five- to seven-year-olds should not miss this book and their big brothers and sisters will want to borrow it from them.

FIVE GOLDEN WRENS. *Story and pictures by Hugh Troy. New York City: Oxford University Press, 1943. Pp. 48. $1.*

Private Troy weaves a fantasy in the style of the old fairy tale but with modern touches. In the beginning, the poor king is very unhappy because he can get nothing but bad news on his radio—an attachment which he wears in his royal crown. Five golden wrens find their way one day into this princely birdhouse. Delighted with their sumptuous new home they burst into song—a song so magic in its influence that the king is soothed into happiness and good cheer spreads to all his kingdom! How an evil queen steals the birds and how they are restored by a pretty scullery maid provide suspense, humor and romance.

Five Golden Wrens was chosen by the New York Herald Tribune as the best book for young children in the Spring Book Festival of 1943. Recommended for seven-to twelve-year-olds.

PEEWEE THE MOUSEDEER. *By Hendrik deLeeuw. Illustrations by Tibor Gergely. Philadelphia: David McKay Company, 1943. Pp. 72. $2.*

East Indian folk tales for American children are presented in a book new in format. Marginal drawings tell the story in almost comic strip style. Only here the pictures are of the highly-artistic, contagiously-funny type we have come to associate with Tibor Gergely.

The story takes Peewee, a delightful personalized animal character, through such interesting adventures as tricking Rimau, the tiger, in finding secret treasure; beating Trumpet, the elephant, in a tug of war, and making the crocodile family help him across the river.

Children of all ages will enjoy these Javanese folk tales retold.

By MARY E. LEEPER

News . . . HERE AND THERE

New A.C.E. Branches

Tillamook County Association for Childhood Education, Oregon

Lamar County Association for Childhood Education, Texas

State Teachers College Association for Childhood Education, Superior, Wisconsin

Helen M. Reynolds Retires

The friends of Helen M. Reynolds who learn through these pages of her recent retirement will join with us in wishing for her many happy leisure hours and many filled with the activities of her choosing. In the following paragraphs her superintendent, Worth McClure, tells how truly she has earned this.

"In retrospect it seems I am more keenly aware of all the pleasures and satisfactions I have experienced in school work than I am of the real labor involved." This is the impression of Helen M. Reynolds as she retires from active school service. Since 1919 she has served as executive director of kindergarten and primary education with the Seattle public schools.

At seventeen Miss Reynolds began her teaching career, as she recounts, in a small rural school in Wisconsin. The term lasted two months. Each day through deep red mud she walked one mile to school from the farmhouse where she boarded. A huge stove supplied the building with heat and she was the official fire builder. Her monthly salary was twenty dollars.

Her professional education began at the Oshkosh State Normal School. Becoming vitally interested in elementary supervision, she spent three years at Teachers College, Columbia University, specializing in that field. Upon completion of her work she joined the Mankato State Normal School faculty in charge of kindergarten-primary instruction, and from Mankato came to Seattle.

In 1921 Miss Reynolds wrote, as a result of extensive survey and research, *A Course of Study in Terms of Children's Activities for Kindergarten and Primary Grades*. Stories of her own childhood told to her pupils while a teacher she gathered for publication under the title, *In Our Back Yard*.

The professional education begun at Oshkosh has been an ever-continuing one—through the studies of child growth which she was always conducting with her teachers; through frequent trips to visit other school systems; through observations of European children, their schools and their ways of living. It was continued through service to the profession—the articles and books she wrote, the guidance she gave to the Seattle Council for Childhood Education and her distinguished presidency of the International Association for Childhood Education.

Ever the good student, Miss Reynolds was likewise ever the good teacher. It was good teaching that capitalized the creative abilities of her pupils, parents and teachers and brought community understanding that led to the provision of kindergarten opportunities in every neighborhood of the city she loved. She will be sorely missed from administrative councils, but her associates will carry on in the spirit of her teaching and they rejoice that she will continue to be an active member of the Seattle community.

In addition to her two-year term as president of the International Association, Miss Reynolds has served frequently on committees and is currently a member of the Advisory Committee. She has contributed her services generously to the organization and to its publications as an additional means of benefiting her profession.

Miss Reynolds will continue to make her home at 2250 — 37th Avenue, S. W., Seattle, Washington, with her sister, Clara Reynolds, who also retired from the Seattle public schools this year.

A. Maud Sproat Retires

A. Maud Sproat retired in June as supervisor of kindergarten and primary grades at Salt Lake City, a position she had held for fifteen years. Miss Sproat has been active in the Association for Childhood Education and the National Education Association and our good wishes go with her as days free of professional duties give opportunity for new experiences.

Ruth E. Tappan

Ruth E. Tappan, who died several months ago in Brooklyn, was a pioneer in the field of kindergarten education. Trained under Elizabeth Harrison in Chicago, she worked in Washington with Susan Blow, then in Pittsburgh. She was called to Brooklyn in 1905, where she saw the kindergartens grow from only a few to more than one thousand. Miss Tappan retired in 1931, but she continued her interest in the profession and the many friendships she had made through the years.

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Changes

Susie Bellows of Charleston, South Carolina, [illegible] studied last year at Peabody College, Nashville, Tenn[illegible] joins the faculty of Slippery Rock State Teachers Col[illegible] Pennsylvania.

Julia Mason, who taught last year in the public sch[illegible] of Belleville, Illinois, is teaching this year in the Gle[illegible] public schools.

Patty Smith Hill Scholarship

Announcement was made in the April 19[illegible] issue of CHILDHOOD EDUCATION of the gift [illegible] $2500 made to the Association for Childh[illegible] Education from the Patty Smith Hill Fu[illegible] The statement was made that this fund wo[illegible] be used for the following specific purposes:

A $1000 scholarship to a student of promise for [illegible] improvement of her professional scholarship and pro[illegible] sional services.

A $1000 scholarship to a student gifted in researc[illegible] the preschool and primary field.

A fund of $500 for expenses incurred in the su[illegible] vision of the work of these students.

Included in the announcement was the ne[illegible] that the first mentioned scholarship had be[illegible] awarded to Esther Johnston, a graduate in t[illegible] New York School of Social Work. Under t[illegible] scholarship Miss Johnston is carrying on [illegible] project known as "The Manhattanville Nurs[illegible] School Community Child Service."

The Executive Board of the Association f[illegible] Childhood Education is happy to announce th[illegible] the second scholarship has just been award[illegible] to Nancy Evelyn Brandon. Miss Brandon ha[illegible] the degrees of Bachelor of Science and Master [illegible] Science from Howard University in Washing[illegible] ton, D. C. She has studied at Columbia Un[illegible] versity, Atlanta University, Northweste[illegible] University and the University of Rochest[illegible] She will carry on her work under the Patt[illegible] Smith Hill scholarship in connection with th[illegible] University of Chicago, with Daniel A. Prescot[illegible] as advisor and Helen Koch, Allison Davis, Rob[illegible] ert Havighurst as a committee of sponsor[illegible] Agnes Snyder of New York City will serve a[illegible] advisor to Miss Brandon for the Association.

The problem toward which Miss Brandon wi[illegible] direct her study and work during the next n[illegible] months has been approved by her advisors an[illegible] sponsors, by Miss Hill, and by the members o[illegible] the Executive Board of the Association. Th[illegible] problem as stated by Miss Brandon is:

What techniques can be employed by a teacher an[illegible] the school to provide guidance and parent education t[illegible] parents of preschool and primary grade children to stimu[illegible] late the maximum individual personal development o[illegible]

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children who come out of less favored or racially pro-scribed situations.

Members of the Association will look for-ward eagerly to the reports on the results of this study.

Change in Information Service

Because of the increase in the number of requests for individual information service from A.C.E. Headquarters in Washington, has become necessary to confine detailed ser-of this type to contributing and life mem-of the international Association and mem-of A.C.E. local branches. It will facilitate ing for requests if those asking for individ-information service will mention the type membership held.

Nursery Association Plans Meeting

Amy Hostler, president of the National Association for Nursery Education, announces that the biennial meeting of the organiza-will be held in Boston, Massachusetts, Oct. 22-25, with headquarters at the Statler Ho-The theme will be "Community Service Children in War—in Peace."

Laura Hooper, director of the Page Memo-School at Wellesley College, is chairman of the conference. Abigail A. Eliot, director of the Nursery Training School of Boston, is in charge of local arrangements.

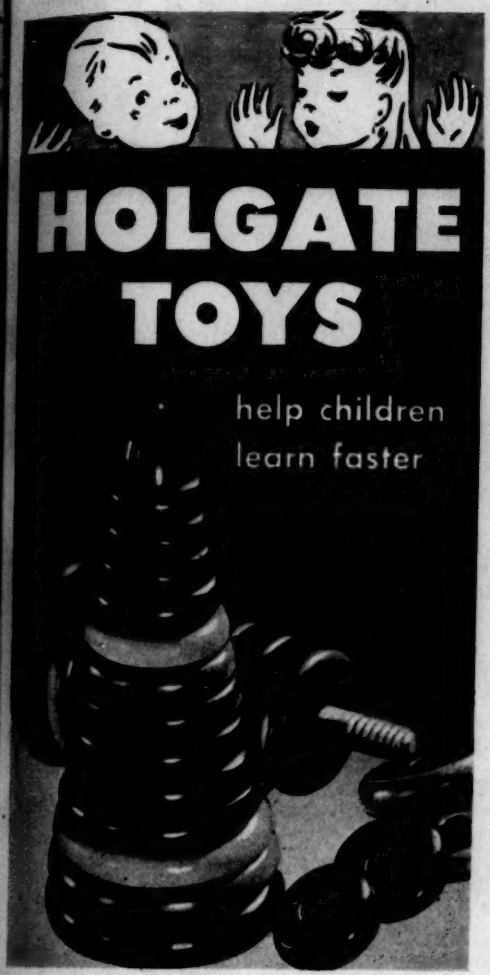
News About Kindergartens

From Mary Musgrove, supervisor of kinder-gartens in the Department of Public Instruction of the Territory of Hawaii, comes this report:

We are very happy here in the Territory over the establishment of kindergartens, as we have been looking forward to this for many years. This biennium there will be twelve kindergartens throughout the Territory. I have already made visits to each of the places where the kindergartens will be and find the most hearty coop-eration on the part of all school officials concerned. In connection with the opening of these kindergartens we are planning to establish local branches of the Associa-tion for Childhood Education in each island. We hope that we may be able to have a state organization here.

The Lockport, New York, kindergartens were re-established a year ago, after being closed for several years. The lack of kindergarten experience has been so apparent in the children who entered directly into the first grade that several junior grades are being established this year to help them overcome the handicap.

The Australian Broadcasting Commission has launched a new morning Kindergarten of the



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Air session to be broadcast weekly. This is in addition to the usual children's session in the early evenings. On Sundays there will be talks to parents telling them how to make use of the kindergarten broadcasts. A direct outcome of the war, this new program is considered of importance in dealing with the wartime problems of children.

Primary Education in China

Compulsory education did not begin in China until 1935, when the period of regulated compulsory education was fixed at one year. This was effective until 1939, when a four-year plan was put into operation which it was estimated would result in eighty per cent of the children's receiving at least two years of compulsory education. In 1944, another four-year program is to be launched which is expected to wipe out illiteracy by the end of 1949. Some idea of the tremendous effort China is making to guarantee elementary education to all her children may be gathered from the fact that there are now 232,145 primary schools, 18,510 "nucleus" schools, 138,073 peoples schools and 75,562 schools of other types, enrolling altogether 22,500,000 pupils.

American Education Week

"Education for Victory" is the general theme for the twenty-third annual observance of American Education Week, November 7-13, 1943. The national sponsors for this week are the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

Suitable themes have been chosen for each day of the week and special materials have been prepared by the National Education Association to assist state and local committees in planning their observance. These include manuals for each of the four major school levels, beginning with one for the kindergarten-primary. The price of this particular manual of twenty-four pages is fifteen cents. Information on all materials for American Education Week may be secured from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Children's Book Week

The twenty-fifth celebration of Children's Book Week falls on November 14-20. The 1943 slogan is "Build the Future with Books." Those in charge of the program have planned their materials to emphasize a few pertinent facts:

The future belongs to our children.

Reading can help prepare them to be intelligent and happy citizens.

Books about America will develop strong convictions to carry on our domestic tradition.

Books about other lands will enable children to regard our allies as individuals and to understand them.

Reading can have a part in preventing the barriers of racial and national prejudices from being raised in the minds of our young people.

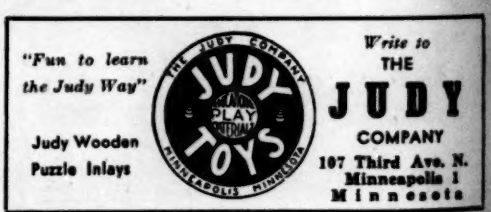
Book Week provides a special opportunity to encourage enjoyment of books.

For information and materials write to Book Week Headquarters, 62 West 45th Street, New York 19, N. Y.

Conference in England

A conference arranged by the Association of Training Colleges and Departments of Education, the English New Education Fellowship, the National Froebel Foundation, and the Nursery School Association was held at University College, Nottingham, England, April 28-May 1, 1943. The fact that the conference was a cooperative undertaking not only contributed much to its success but is in itself significant.

Educators of future teachers, teachers interested in progressive methods, teachers especially concerned with the training of young children, met to take a broad view of education by studying the educational systems of China, Norway, the Soviet Union and the United States. The ultimate aim of the conference, as described by the *National Froebel Foundation Bulletin* for July 1943, was "not to put forward yet another scheme for reconstruction, nor to pass resolutions of a final character, but to get the members thinking in terms of education as a whole, to help them to see some of the impediments which hamper true integration, and to emphasize throughout the relations which lie between the purpose, structure and content of education."



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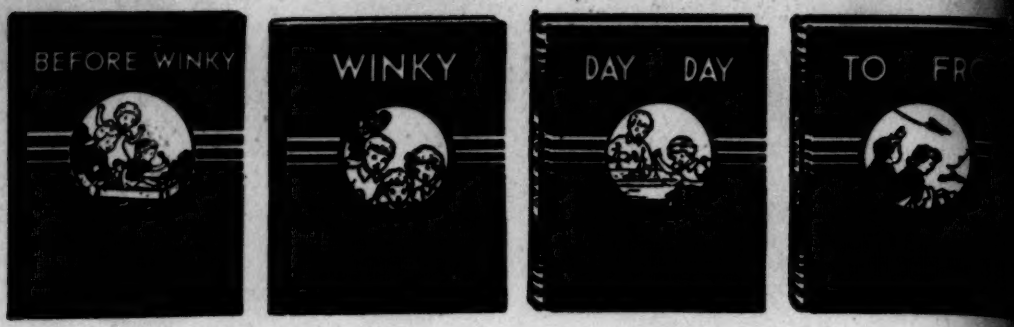
In compliance with the Government's request to reduce to a minimum the amount of paper used and the number of second-class mailings made, and in order to conserve postage, time and manpower at Headquarters office, the following changes have been made in our policy governing renewal subscriptions:

Two issues will no longer be mailed to subscribers following the expiration date of their subscriptions. *Example: October expirations will stop with this issue unless payment is received by November 30.* Renewals received after that date will begin with the current issue—December or later.

Back copies cannot be supplied.

The first renewal notice will be sent one month earlier.

Please renew your subscription promptly when due. Remember, the copy you miss through delay may contain just the material you most need.



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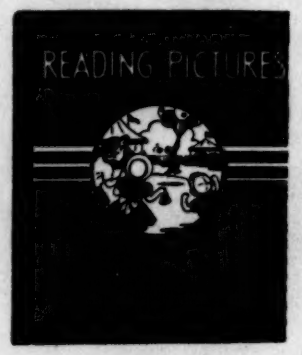

But aviation is only one of the many interesting features of the Quinlan Readers.

A continuous story runs throughout the Series centering around the feature character *Winky* who makes a special appeal to young children.

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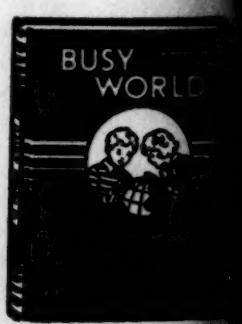
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